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ABSTRACT

This curriculum guide is one in a series of competency-based instructional materials dealing with marketing and distributive education (MADE). It consists of some introductory remarks concerning the course, a lesson plan, a course outline, and four sections of lessons for use in implementing the course. Covered in the individual sections are the following topics: the nature and scope of marketing and distributive education; self-awareness (the nature of personality, factors influencing personality, favorable personality traits, personality handicaps, and developing a good personality); the movement of an orange as it passes through the channels of distribution from producer to consumer, and career exploration (general merchandising, apparel and accessories marketing, home furnishings marketing, food marketing, advertising and display services, finance and credit, food service, petroleum, insurance, hotel, personal services, and travel and tourism). Each lesson contains a behavioral objective, an apperceptive base, a motivational approach, an aim, one or more presentations and medial summaries, an application, and a final summary. Also included in the individual lessons are student handouts, transparency masters, and a variety of learning activities. (MN)

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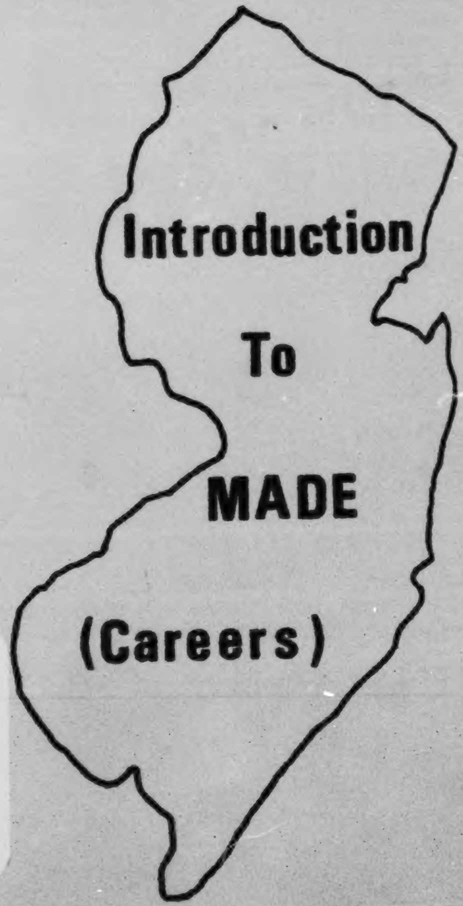
Marketing
And
Distributive
Education



Introduction To MADE (Careers)

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Competency Based Curriculum Guide

NEW JERSEY STATE DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL EDUCATION

William Wenzel, Assistant Commissioner of Education.

Harold Seltzer, Deputy Assistant Commissioner of Education.

Joseph F. Kelly, Director, Bureau of Occupational Research Development.

Fredrick L. Coppello, Director, Vocational Curriculum and Media Development.

Marvin Rosenberg, Director, Marketing And Distributive Education.

Melvin Schwartz, State Supervisor, Marketing And Distributive Education.

This publication is one of a series of three competency-based curriculum guides in Marketing And Distributive Education written under a grant from the Division of Vocational Education.

MARKETING AND DISTRIBUTIVE EDUCATION I.

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Introduction to Marketing And Distributive Education:

Careers

The introduction to Marketing and Distributive Education: Careers unit has as its main objective "to help students become aware of the vast career opportunities open to them in the field of MADE."

It begins with the students' understanding of their own personality and gives suggestions on how to develop it toward achievement of their own choice of career goal. This unit explores the "know thyself" principle and thus hopes to make students ready for the information to be gleaned in relation to themselves, and in the lessons that follow.

Understanding of the channels of distribution and the careers involved are examined with the analogy -- "The Orange Moves Through the Channels of Distribution." It uses an every-day item -- the orange -- to explain the route it takes from the farm to the consumer's shopping basket.

The last unit, Career Explorations, covers twelve major career possibilities and the jobs in each field.

No specific saleable skills are expected to be mastered in this course and teachers are asked to add to the listed behavioral objectives any other objectives more closely related to their local geographic area. Please, note that many simple definitions are given in each area of this course. These are suggested definitions only, open to changes the individual teacher might care to make.

Some of the material utilized in this booklet has been adapted from the Gregg Division of McGraw Hill's "Occupational Manuals and Projects in Marketing Series," which the writers of this outline recommend.

A similar series is produced by South Western Publishing Company and is also recommended.

Read over the bibliography, the listing of audio-visual aids and addresses you can write to for assistance in your teaching. All offer many helpful materials for you, so take advantage of their availability!

LESSON PLAN

Some comments on the Herbertian form Lesson Plan

Apperceptive base - the recall

The apperceptive base or recall is used as a bridge on which to build the new lesson. That which the student knows (the experiences he has had in life, or what he has learned in the past lesson) is used as the bridge on which to advance to the unknown - the new lesson. Any questions used in the apperceptive base should point to the lesson of the day. For example: in teaching sales, the very first lesson may utilize a question such as this:

> "In your dealing with salespeople, what has ever happened that left you with a negative feeling?"

The students' comments about their experiences could be briefly discussed prior to moving to the next step, the Motivation. The students' own experiences in a store (the known) will now act as the foundation of the lesson (the unknown) which will be "The Techniques of Selling."

Motivation

Now that the student has briefly discussed the negative feelings that they experienced in the store, we want to motivate in them the desire to learn the right things that a salesman should do. By asking the students to list the things they would like to experience in dealing with a salesperson you should arouse such interest and response from the class that enthusiasm is sustained throughout the lesson. After the motivation, point up the aim of the lesson and place it on the board.

Aim

The aim of the lesson is obviously what you intend to accomplish for the day. For example, an aim might be stated on the board as, "To Learn the Seven Steps of Sales." The aim should be definite and clear and be established very early in the lesson.

Herbert states that by referring to the aim several times during the lesson it continuously returns the teacher's mind as well as the student's thoughts to the lesson of the day.

An aim should be worthy, must be current, and useful to the students' training and be established by the motivation.

Presentation

At the end of this discussion you will find some learning activities for Marketing And Distributive Education. Use them in your presentation to assure a change of pace and continuation of interest. Most presentations cover more than one significant point. In teaching by the use of the Herbertian form it is advised that you cover the lesson in various portions. After each individual portion move to the medial summary before continuing on to the next portion. As an example: You are teaching the lesson on presentation and intend to cover the following areas: Sales, Demonstration, Display, and Participation. Use the partial summary ideas below.

Medial (partial) summary

After covering your lesson on the importance of the sales talk, your medial summary would be achieved by asking questions to ascertain if the lesson was learned. When satisfied return to the presentation of the next area of the lesson (demonstration). When completed use a similar partial summary and repeat after covering display and participation.

The medial summary can be achieved by asking clear questions to the point of the presentation and by getting various opinions on each part taught.

Application

The application should prove that the student has learned the lesson. Some teachers like to use a case problem, a demonstration by the student or role-playing. Most any thing that permits you to see that the student has learned how to apply the information in a "lifelike situation" or knows how to relate the information to his/her job, may be used. Each lesson plan that is used has both, general competencies which you use in the teaching of the lesson, as well as specific competencies. Use the specific competencies related to a field of endeavor to have students apply what was learned.

Final summary

This step is a very important one and it actually rounds-up the day's work and ties it together. Be careful to watch the clock so adequate time is given to this final summary.

It is often said: "IF THE TEACHER HAS TAUGHT - THE STUDENT HAS LEARNED"

Good Luck!

OUTLINE

Introduction to Marketing And Distributive Education: Careers

I. Orientation

- A. What is MADE?
- B. Purposes and benefits of the program
- C. DECA
    - 1. Organization
    - 2. Background and objectives

II. Self awareness (personality)

- A. What is personality?
    - 1. Kinds of personality
        - (a) introvert
        - (b) extrovert
        - (c) ambivert
    - 2. Factors influencing personality
        - (a) heredity
            - (1) physical appearance
            - (2) nervous system
            - (3) intelligence
        - (b) environment
            - (1) home
            - (2) school
            - (3) church
            - (4) community
            - (5) friends
            - (6) social life
    - 3. Positive/negative self-identity
      Positive/negative attitudes
- B. Factors in personality development
    - 1. Emotional behavior
        - (a) fear
        - (b) love
        - (c) anger
        - (d) resentment
        - (e) jealousy

2. Rational behavior
3. Speech

    (a) voice
    (b) voice inflection
    (c) enunciation and pronunciation

4. Personal hygiene and dress

    (a) hair grooming
    (b) cosmetics
    (c) hands and nails
    (d) deodorants
    (e) weight control

5. Human relations

C. Personality traits and aptitudes

1. Favorable personality traits

    (a) alertness
    (b) cheerfulness/friendliness
    (c) cooperativeness (teamwork)
    (d) courteousness
    (e) dependability
    (f) enthusiasm
    (g) honesty
    (h) initiative/ambitiousness
    (i) loyalty
    (j) neatness (good grooming and personal appearance)
    (k) patience / tolerance
    (l) poise
    (m) sense of humor
    (n) sincerity
    (o) sound mental health
    (p) tact and diplomacy
    (q) good memory

2. Personality handicaps

    (a) conceit
    (b) dishonesty
    (c) disloyalty
    (d) envy
    (e) giving excuses
    (f) ignorance
    (g) intolerance/impatience
    (h) jealousy
    (i) laziness
    (j) narrow-midedness
    (k) pessimism
    (l) prejudice
    (m) procrastination

        (n) quitter
        (o) sensitiveness
        (p) superstition

D. Developing a good personality

1. At home
2. At school
3. At work

III. "The orange moves through the channels of distribution"

A. Terms to be learned

1. Products
2. Manufacturer
3. Consumer
4. Channels of distribution

B. The movement of an orange from the producer to consumer

1. Picked/cleaned
2. Boxed
3. Order placed by wholesaler and shipped from farmer-producer to wholesaler
    - (a) wholesaler activities discussed
    - (b) middleman
4. Warehouse activities
5. Retail store (Shop-Rite) purchases oranges from wholesaler
    - (a) purchase orders discussed
    - (b) oranges shipped from wholesaler to Shop-Rite
6. Oranges arrive at Shop-Rite
7. RCM
    - (a) receiving
    - (b) checking
    - (c) marking
8. Oranges sent to selling floor
9. Oranges displayed - different types of displays discussed
    - (a) packaging
    - (b) stock-clerk duties
10. Oranges advertised in newspaper - brief explanation of advertising - coordination of advertising and display
11. Orange bought by customer and brought to register - cashier - bagger discussed.

IV. Career exploration

A. General merchandise

1. Entry level

(a) lesson plan:

(1) introduction to general merchandise
(2) receiving and marking clerk
(3) stock clerk and head of stock
(4) sales clerk, salesperson
(5) cashier

2. Management, mid-management, specialist level

(a) Lesson plan:

(6) traffic clerk
(7) customer services
(8) department manager
(9) buyer / assistant buyer
(10) merchandise manager
(11) personnel manager
(12) store manager / assistant store manager

B. Apparel and accessories

1. Entry level

(a) lesson plan

(1) introduction to apparel and accessories
(2) receiving and marking clerk
(3) stock clerk and head of stock
(4) sales clerk, salesperson
(5) cashier

2. Management, mid-management, specialist level

(a) lesson plan

(6) traffic clerk
(7) customer services
(8) department manager
(9) buyer/assistant buyer
(10) merchandise manager
(11) personnel manager
(12) store manager / assistant store manager

(b) new lesson plans

  (2) models
  (3) fashion designer
  (4) fashion coordinator

Special note: See section A. Text on General Merchandise for career presentation on lesson plans 2 to 12.
Outline numbers correspond to lesson plan numbers.

C. Home furnishings

1. Entry level

  (a) lesson plan

    (1) introduction to home furnishings
    (2) receiving and marking clerk
    (3) stock clerk and head of stock
    (4) sales clerk, salesperson
    (5) cashier

2. Management, mid-management, specialist level

  (a) lesson plan

    (6) traffic clerk
    (7) customer services
    (8) department manager
    (9) buyer, assistant buyer
    (10) merchandise manager
    (11) personnel manager
    (12) store manager / assistant store manager

  (b) new lesson plans

    (2) interior decorator

Special note: Section A. Text on General merchandise, for career presentation, lesson plans 2 to 12.
Outline numbers correspond to lesson plan numbers.

D. Food marketing

1. Entry level

  (a) lesson plan

    (1) introduction to food marketing
    (2) receiving and marking clerk
    (3) stock clerk and head of stock
    (4) sales clerk - salesperson
    (5) cashier

2. Management, mid-management, specialist level

   (a) lesson plan

   - (6) traffic clerk
   - (7) customer services
   - (8) department manager
   - (9) buyer / assistant buyer
   - (10) merchandise manager
   - (11) personnel manager
   - (12) store manager / assistant store manager

   (b) new lesson plans

   - (2) bagger
   - (3) front-end supervisor / head cashier

Special note: Section A. Text on General merchandise, for career presentation on lessons 2 to 12.
Outline numbers correspond to lesson plan numbers.

E. Advertising and display services

1. Entry level / management, mid-management, specialist level

   (a) lesson plan

   - (1) introduction to advertising and display services
   - (2) layout artist / mechanical paste-up artist
   - (3) copywriter / copy chief
   - (4) proofreader / production manager
   - (5) radio - TV salesperson
   - (6) sign writer
   - (7) display helper/ display consultant
   - (8) advertising manager
   - (9) art director

F. Finance and credit

1. Entry level

   (a) lesson plan

   - (1) introduction to Finance and Credit
   - (2) bank clerk
   - (3) teller
   - (4) credit interviewer
   - (5) credit investigator
   - (6) account collector

2. Management, mid-management, specialist level

    (a) lesson plan

        (7) office manager
        (8) bank manager

G. Food services

1. Entry level

    (a) lesson plan

        (1) introduction to food services
        (2) dishwasher
        (3) busboy / busgirl
        (4) waiter / waitress
        (5) food preparers / cook
        (6) hostess / head waiter

2. Management, mid-management, specialist level

    (a) lesson plans

        (7) catering manager
        (8) restaurant manager

H. Petroleum

1. Introduction to petroleum
2. Carwasher
3. Auto-parts counterperson
4. Service station attendant
5. Service station manager

I. Insurance

1. Introduction to insurance
2. Agent / broker
3. Underwriter
4. Claims adjuster

J. Real estate

1. Introduction to real estate
2. Salesperson / broker
3. Appraiser

K. Hotel - motel

1. Entry-level

    (a) lesson plans

        (1) introduction to hotel / motel
        (2) parking attendant
        (3) bellhop
        (4) reservation clerk
        (5) housekeeping personnel

2. Management, mid-management, specialist level

    (a) lesson plans

        (6) front desk supervisor
        (7) recreation coordinator
        (8) manager/ night manager

L. Personal services

1. Introduction to personal services
2. Dry cleaner
3. Photographer
4. Tailor
5. Cosmetologist
6. Barber / beautician
7. Manicurist / electrologist

M. Travel and tourism

1. Introduction to travel and tourism
2. Travel agent
3. Ticket agent
4. Stewardess / steward

UNIT I: ORIENTATION
Lesson 1: Distributive Education

I. Behavioral objective

Given information on Distributive Education, the student will have a working knowledge of the program.

II. Apperceptive base

What do you think Distributive Education is?

III. Motivational approach

What are the advantages of being in Cooperative Education?

IV. Aim

Learn about MADE and DECA.

V. Presentation

A. What is Distributive Education?

A program designed to give vocational training to those students who will be employed in retail, wholesale and service establishments.

B. Why offer Distributive Education?

1. Retailing is the third largest industry in this country.
2. One out of five employed persons in New Jersey is in the retailing field.
3. Almost 300,000 new employees of school age enter the retailing field every year.

C. How does the Distributive Education Program operate?

1. Student may elect DE in the sophomore year.
2. Student must be at least 14 years of age.
3. Student must have good attendance, punctuality and good disciplinary records.
4. Student must have written consent of parents.
5. Senior student must be employed in a distributive occupation for a minimum of 15 hours per week during the school term. This is part of school work, for which the student receives school credit and a regular salary from the employer for the work he/she performs.

D. Does the student receive a diploma?

Upon graduation, the student receives a regular diploma.

E. Can student go to college?

1. DE is primarily for those students who want to enter the field of distribution upon graduation.
2. Many graduates have gone on to college and were graduated, entering the several hundred non-selling jobs in such areas as: art, accounting, buying, credit, display, fashion and personnel work.

F. Are DE students eligible for other school activities?

1. DE students may join the Distributive Education Clubs of America (DECA).
2. Student may enter any activity so long as the time permits him to participate in his regular work.

VI. Medial summary

What is DE? Why should we offer DE?

VII. Presentation (continued)

General objectives of Marketing And Distributive Education.

A. To develop an understanding of the field of distribution.
B. To develop an occupational awareness in the field of distribution.
C. To have students determine their occupational objectives and to list alternatives.
D. To have students appraise themselves in relation to their peers, parents, teachers and the world of work.
E. To reinforce in the student basic human understanding and attitudes necessary to work cooperatively, carry out directions, and to exercise initiative.
F. To participate in DECA conferences and develop an interest in DECA's social and educational opportunities.

VIII. Medial summary (continued)

Have students list four general objectives of MADE.

IX. Presentation (continued)

Purposes and benefits of the program

A. Student earns while (s)he learns
B. Student prepares for a field with opportunities for immediate employment and future promotion
C. (S)he learns the importance of getting along with others
D. (S)he learns about our economic system at first hand

X. Medial summary (continued)

What are the benefits of the program?

XI. Presentation (cont.)

A. DECA

Distributive Education Clubs of America (DECA) is a nonprofit, nonpolitical, nonsectarian youth organization of voluntary membership to train future leaders in the field of distribution.

1. Organization (Levels of DECA)
    - (a) local chapter
    - (b) state association (DECNJ)
    - (c) regional (North Atlantic Region) (See handout for transparency)
    - (d) national (50 states, plus Puerto Rico, Guam, Canada)
2. Dues

    Currently (1980-1981 dues are $5.00 annually - high school division ($3.00 State dues - $2.00 National dues).

    What do you receive for your money?

    Opportunity -

    To belong tc local, state, regional and national organization
    To take part in DECA competitive events; regional, state-wide, and at national level.
    To take part in regional and state-wide leadership conferences.
    To apply for regional (if applicable) and national DECA scholarships.
    To be named in Who's Who Among American High School Students.
    To read up-to-date current happenings and articles in DECA Distributor (4 copies a year at $1.00 each).
    To carry official DECA membership card.
    To take part in local club activities.

XII. Medial summary (cont.)

A. What are the four levels of DECA?
B. What do your receive for your dues?

XIII. Presentation (cont.)

2. Purposes of DECA

    - (a) to develop leadership in the field of distribution
    - (b) to develop a sense of individual responsibility
    - (c) to provide help in selecting a career objective in distribution
    - (d) to allow practical application of distributive education through competition
    - (e) to encourage the use of ethical practices in business
    - (f) to understand the obligations of good citizenship
    - (g) to provide satisfactory social and recreational activities
    - (h) to provide a helalthy respect for education

(i) to understand our competitive free-enterprise system
(j) to develop an appreciation of the civic and social obligations of those engaged in distribution.

XIV. Medial summary (cont.)

What are the purposes of DECA?

XV. Presentation (cont.)

3. DECA - insignia and colors
   (a) DECA colors are blue and gold
   (b) the insignia is in the form of a diamond with a wrapped package in the center (job well done or a well-rounded individual)
   (c) four points of the diamond:
      (1) vocational understanding
      (2) civic conciousness
      (3) social intelligence
      (4) leadership development

XVI. Medial summary (cont.)

What do the symbols and colors of DECA stand for?

XVII. Presentation (cont.)

Merit Awards Program (MAP)

Level of award:

Bronze - local chapter award
Silver - State association award
Gold - National award

XVIII. Medial summary (cont.)

What is MAPS?

XIX. Presentation (cont.)

Occupational categories

Advertising services
Apparel and accessories
Finance and credit
Food marketing
Food services
General merchandise
Petroleum (automotive) marketing

DISTRIBUTIVE EDUCATION CLUBS
OF
AMERICA

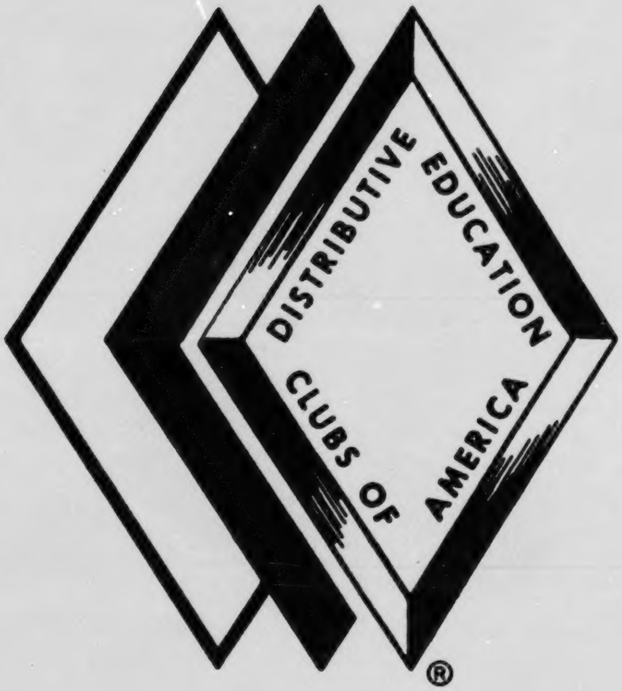
DISTRIBUTIVE EDUCATION
CLUBS OF AMERICA

DECA

IS

A PROGRAM OF STUDENT ACTIVITY RELATING TO DISTRIBUTIVE EDUCATION AND IS DESIGNED TO DEVELOP FUTURE LEADERS FOR MARKETING AND DISTRIBUTION.

THE DECA DIAMOND


DISTRIBUTIVE EDUCATION
CLUBS OF AMERICA
®

Transparency 1

THE DECA DIAMOND

TRANSPARENCY SCRIPT

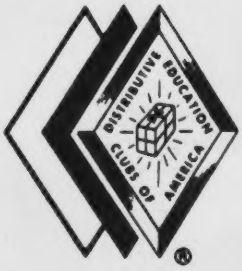
TRANSPARENCY 1

The basic design of the DECA insignia is a symbolic diamond. Real diamonds come from deep within the earth. When they are first found they are roughly shaped and hardly recognizable. Following specific processes under skilled hands which clean, cut, grind, size and polish, these stones emerge as the beautiful diamonds which catch our eye. But diamonds are of little beauty in dark places. They radiate beauty only when light is reflected from their facets. As these facets of the diamond create numerous, colorful reflections, so the many facets of the DECA diamond reflect the varied opportunities available to those willing to learn. New DECA members are usually "diamonds in the rough," and only under the skilled guidance of a good teacher do their activities in DECA begin to cause a radiation of self pride—a beauty to behold!

TRANSPARENCY 2

VOCATIONAL UNDERSTANDING—Distributive Education students, participating in this unique, sound educational program, are well prepared to take their place in the business world. Each acquires a first-hand knowledge of merchandising, management, and the opportunities available in one's chosen career.

SOCIAL INTELLIGENCE—Through special events the DECA member is given an opportunity to develop poise, use reasoning, and to gain a knowledge of the needs and challenges of people in our society. Students become aware of their own social environment and the necessity for cooperative effort between and among all elements of society.



CIVIC CONSCIOUSNESS—In both the class and Chapter work, the student learns to recognize obligations to the community in which he lives through studying community needs and planning community betterment.

LEADERSHIP DEVELOPMENT—Through DECA activities, the student is given an opportunity to participate in many activities designed to teach one to be not only a leader but also a follower.

The wrapped package in the center of the diamond symbolizes a job well-done, achieved by the cooperation of school officials, students, parents and business representatives all working together to develop the student's abilities. Each part of our insignia is symbolic of the ideals and goals of DECA.

VOCATIONAL UNDERSTANDING

SOCIAL INTELLIGENCE

CIVIC CONSCIOUSNESS

LEADERSHIP DEVELOPMENT

Transparency 2

THE PURPOSES OF DECA

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

1. TO DEVELOP A RESPECT FOR EDUCATION IN MARKETING AND DISTRIBUTION WHICH WILL CONTRIBUTE TO OCCUPATIONAL COMPETENCE.
2. TO PROMOTE UNDERSTANDING AND APPRECIATION FOR THE RESPONSIBILITIES OF CITIZENSHIP IN OUR FREE, COMPETITIVE ENTERPRISE SYSTEM.

Levels:

Master - Employee - Employee entry-level skills
Owner - Manager - Mid-management and management skills

Other national competitive areas:

- Phillips Free Enterprise Project
- Pepsi Learn and Earn Project
- Seven-Up MDA Project
- Chapter of The Year
- Apparel and Accessories Written Event
- General Merchandise Written Event
- Finance and Credit Written Event
- Food Marketing Written Event.

XX. Medial summary (cont.)

A. What are the CBCE Events?
B. List and define national DECA events.

XIX. Presentation (cont.)

Instructional areas:

- Advertising
- Communications
- Display
- Human relations
- Management
- Mathematics
- Merchandising
- Product and service technology
- Operations
- Selling

XXII. Medial summary (cont.)

What are the instructional areas for MADE I and MADE II?

XXIII. Presentation (cont.)

DECNJ events:

- Fashion modeling
- Diorama
- Television commercial
- Radio commercial
- Advertising poster
- Sales meeting
- Student of the year

DECA TERMINOLOGY

CORRECT	INCORRECT
CHAPTER	CLUB
CAREER DEVELOPMENT CONFERENCE (CDC)	NATIONAL LEADERSHIP CONFERENCE (NLC)
DECA MEMBER	DECA STUDENT
DE STUDENT	DE MEMBER
COMPETITIVE EVENTS	CONTESTS
PARTICIPANT	CONTESTANT
SALES PROJECT	FUND RAISING
STATE ASSOCIATION	STATE CHAPTER, STATE CLUB
STATE ADVISOR	STATE SPONSOR
LEADERSHIP DEVELOPMENT CONFERENCE	OFFICER TRAINING CONFERENCE
DECA SUPPLY SERVICE	BALFOUR SUPPLY SERVICE

SCHOLARSHIP LOAN AWARDS

SCHOLARSHIP LOANS ARE INTENDED TO AID CONTINUING PREPARATION FOR A CAREER IN MARKETING, DISTRIBUTION, OR DISTRIBUTIVE EDUCATION.

AVAILABLE TO ANY MEMBEROF DECA WHO INTENDS TO PURSUE A FULL-TIME, TWO-YEAR OR FOUR-YEAR COURSE OF STUDY IN MARKETING, DISTRIBUTION OR DISTRIBUTIVE EDUCATION.

FOR FURTHER INFORMATION CONTACT YOUR STATE ADVISOR.

PUBLICATIONS

THE DECA DISTRIBUTOR	PUBLISHED FOUR TIMES PER SCHOOL YEAR FOR THE 170,000 MEMBERS OF DECA.
THE DECA GUIDE	AN ANNUAL PUBLICATION.
THE DECA DATELINE	PUBLISHED AS OFTEN AS NEEDED AND RECOGNIZING A SPECIAL EVENT SUCH AS THE NATIONAL CAREER DEVELOPMENT CONFERENCE.
DECA REPORTER	PUBLISHED MONTHLY DURING THE SCHOOL YEAR TO KEEP THE MEMBERSHIP IMFORMED ON THE CURRENT HAPPENINGS IN DECA.
THE DECA HANDBOOK	INCLUDES MANY HELPFUL ITEMS FOR CHAPTER MANAGEMENT, SPECIFICATIONS FOR DECA'S COMPETITIVE ACTIVITIES PROGRAM, AND A COMPLETE RECORD OF ACTIVITIES OVER THE PAST SEVERAL YEARS.
CHAPTER PACKETS	MAILED NEAR THE BEGINNING OF EACH SCHOOL YEAR, FEATURING "DECA WEEK" AND "BACK TO SCHOOL" MATERIALS

DISTRIBUTIVE EDUCATION
CLUBS OF AMERICA

SIX ESSENTIALS FOR A GOOD CHAPTER

INTERESTED MEMBERS

CAPABLE OFFICERS AND LEADERS

RESPONSIBILITY SHARED BY ALL MEMBERS

CHALLENGING PROGRAM OF WORK

PROPER EQUIPMENT AND RECORDS

A KNOWLEDGE OF DECA ON THE PART OF EVERY MEMBER

SUGGESTIONS FOR DECA CHAPTER ACTIVITIES

SOCIAL ACTIVITIES
CIVIC APPEARANCES
PANEL DISCUSSIONS
HOMECOMING PARADE
CHAPTER NEWSLETTER
NATIONAL DECA WEEK
FACULTY RECOGNITION
COLLEGE ORIENTATION
ELECTION OF OFFICERS
NEEDY FAMILY PROJECT
PROFESSIONAL MEETINGS
SAVINGS CLUB PROGRAM
INSTALLATION OF OFFICERS
LOCAL PUBLICITY RELEASES

INITIATION OF NEW MEMBERS
EMPLOYER-EMPLOYEE BANQUET
"GOOD CITIZENSHIP" PROJECT
"GET - OUT - THE - VOTE" PROJECT
CREATIVE MARKETING PROJECT
SPONSOR "CLEAN - UP" PROJECT
STATE CAREER DEVELOPMENT CONFERENCE
ARTICLES FOR THE DECA DISTRIBUTOR
EXECUTIVE COMMITTEE MEETINGS
"STUDENT DAY" AT LOCAL STORE
STUDIES IN MARKETING PROJECTS
NATIONAL CAREER DEVELOPMENT CONFERENCE
"CAREERS IN MARKETING" OBSERVANCES
RECEPTION FOR PROSPECITVE DE STUDENTS

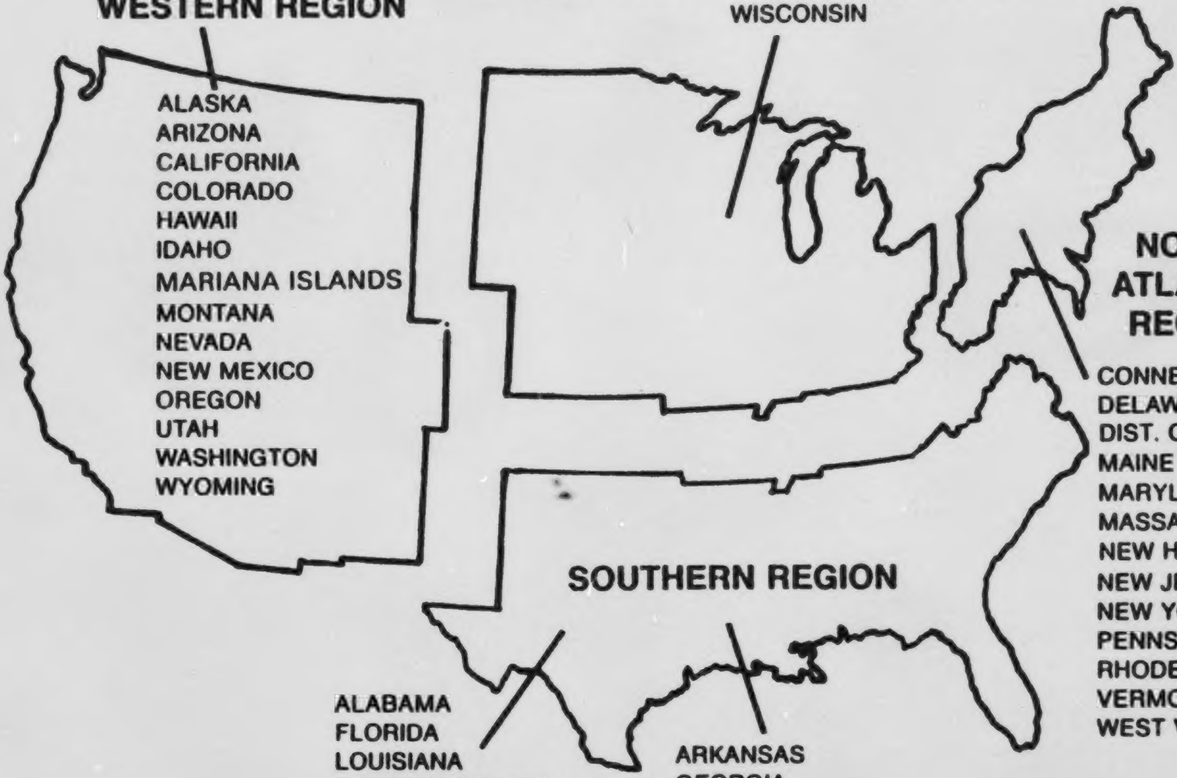
FILMS
FIELD TRIPS
TV PROGRAMS
SALES PROJECTS
FAIR EXHIBIT
FASHION SHOW
RADIO PROGRAM
PARENTS NIGHT
GUEST SPEAKERS
COMPETITIVE EVENTS
BOSS BREAKFAST
ASSEMBLY PROGRAM
REGULAR MEETINGS
ALUMNI ACTIVITIES

FOLLOW-UP SURVEY OF FORMER DE STUDENTS

DIVISIONS OF DECA

- HIGH SCHOOL
- JUNIOR COLLEGIATE
- COLLEGIATE
- ALUMNI
- PROFESSIONAL

NATIONAL DECA REGIONS



CENTRAL REGION

ILLINOIS
IOWA
KENTUCKY
MINNESOTA
NEBRASKA
OHIO
INDIANA
KANSAS
MICHIGAN
MISSOURI
NORTH DAKOTA
SOUTH DAKOTA
WISCONSIN

WESTERN REGION

ALASKA
ARIZONA
CALIFORNIA
COLORADO
HAWAII
IDAHO
MARIANA ISLANDS
MONTANA
NEVADA
NEW MEXICO
OREGON
UTAH
WASHINGTON
WYOMING

NORTH ATLANTIC REGION

CONNECTICUT
DELAWARE
DIST. COLUMBIA
MAINE
MARYLAND
MASSACHUSETTS
NEW HAMPSHIRE
NEW JERSEY
NEW YORK
PENNSYLVANIA
RHODE ISLAND
VERMONT
WEST VIRGINIA

SOUTHERN REGION

ALABAMA
FLORIDA
LOUISIANA
NORTH CAROLINA
PUERTO RICO
TENNESSEE
TEXAS
VIRGINIA

ARKANSAS
GEORGIA
MISSISSIPPI
OKLAHOMA
SOUTH CAROLINA
VIRGIN ISLANDS

COMPETITIVE ACTIVITIES PURPOSES

- PROVIDES LEARNING EXPERIENCES WHICH CONTRIBUTE TO OCCUPATIONAL COMPETENCE

- PROVIDES CO-CURRICULAR ACTIVITY RELATING DIRECTLY TO CLASSROOM INSTRUCTION

- PROVIDES RECOGNITION FOR STUDENT ACHIEVEMENT

MERIT AWARDS PROGRAM

DESIGNED FOR EACH OF THE INSTRUCTIONAL AREAS IN DISTRIBUTIVE EDUCATION.

ANY MEMBER MAY DEVELOP A SELF-IMPROVEMENT PROJECT FOR WHICH HE OR SHE CAN RECEIVE LOCAL, STATE AND NATIONAL RECOGNITION.

PURPOSES:

TO INCREASE EMPLOYABILITY OF DISTRIBUTIVE EDUCATION STUDENTS.

TO PROVIDE AN AVENUE OF RECOGNITION FOR EVERY DECA MEMBER.

TO DEVELOP AN AWARENESS OF MARKETING AND DISTRIBUTION AS A PROFESSION.

TO DEVELOP A BETTER UNDERSTANDING FOR THE IMPORTANCE OF PRODUCT KNOWLEDGE, SERVICE, AND CUSTOMER SATISFACTION IN THE FIELD OF MARKETING AND DISTRIBUTION.

DECA GENERAL INFORMATION

1) DECA IS A STUDENT ORGANIZATION
2) DECA ENCOURAGES FREE ENTERPRISE, ECONOMIC AWARENESS, STUDIES IN MARKETING, CREATIVE MARKETING, PRACTICAL EXPERIENCE
3) DECA ENCOURAGES CIVIC AND SOCIAL RESPONSIBILITY
4) DECA MAINTAINS A SERIES OF STATE AND NATIONAL COMPETITIVE EVENTS
5) DECA BELIEVES IN COMPETITION AND OFFERS STATE AND NATIONAL RECOGNITION
6) DECA MAINTAINS A SCHOLARSHIP LOAN AWARDS PROGRAMS
7) DECA PAYS ITS OWN WAY
8) STUDENT ACTIVITIES:
    AWARDS & RECOGNITION
    LEADERSHIP CONFERENCES
    PROGRAM DEVELOPMENT
    PUBLIC INFORMATION
    LEADERSHIP TRAINING
    SCHOLARSHIP LOANS
9) DECA IS DEVELOPING FUTURE LEADERS FOR MARKETING AND DISTRIBUTION

NATIONAL ADVISORY BOARD

THE NAB IS A GROUP OF INDIVIDUALS REPRESENTING INTERESTS GIVING FINANCIAL SUPPORT TO DECA.

PURPOSES:

TO SERVE AS A LIAISON FOR ALL FINANCIAL INTERESTS IN MATTERS OF DECA DEVELOPMENT.

TO SERVE IN AN ADVISORY CAPACITY, AS REQUESTED BY THE BOARD OF DIRECTORS OF DECA, INC.

TO LEND SUPPORT TO THE PROMOTION OF DECA.

TO ASSURE EQUAL RECOGNITION OF EACH CONTRIBUTING INTEREST REGARDLESS OF THE AMOUNT CONTRIBUTED.

XXIV. Medial summary (cont.)

What are the State Events not found at Nationals?

XXV. Application

Give the students the attached test.

XXVI. Final summary

Review the test.

Name ______________________________

Date ______________________________

Period ______________________________

1. Name three out of four of the points of the DECA diamond. Explain two.
____
____
____

2. What is Distributive Education? ______________________________
____
____

3. List and briefly explain two out of the three phases of Distributive Education ______________________________
____
____

4. What kind of organization is DECA ? ______________________________
____
____

5. Is ______________ considered a DECA club ____
(Your chapter)
Organization ____
Fraternity ____ Check one
Chapter ____
Sorority ____

6. What is the emblema of DECA? ______________________________

7. What is a DE program for you? ______________________________
____

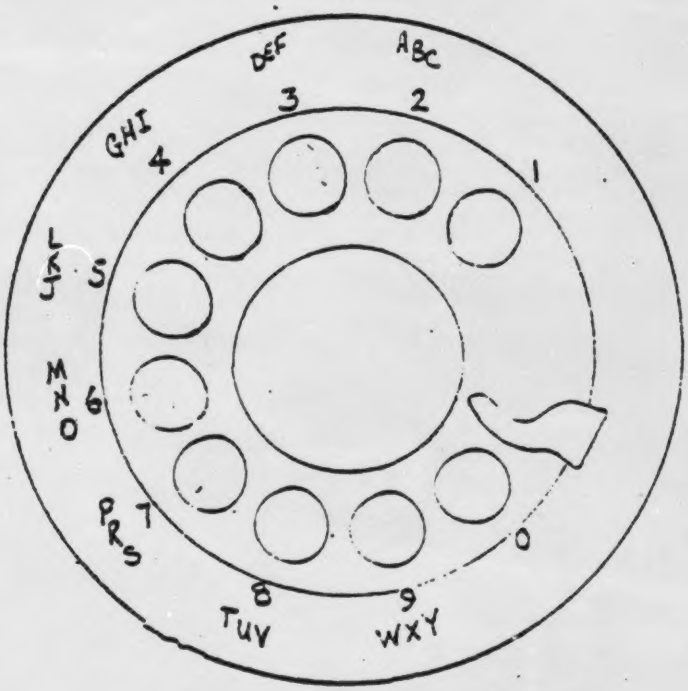
8. Who is the State Advisor? ______________________________
____

9. Name three essentials (out of six) for a good DECA program. __________
____
____

10. What is the tagline (motto) of DECA? ______________________________
____

DECA COMPETITIVE EVENTS TELEPHONE DIAL PUZZLE

Using the numbers on the telephone dial, decode each of the following competitive events.



1.	3663 627538464	F _ _ _ _ _ _ _ e _ _ _ _
2.	738765386	_ _ _ _ o _ _ _ _
3.	2772735-22237767437	_ _ _ a _ _ _ - _ _ _ e _ _ _ _ _ _ _
4.	627837 - 36756933	M _ _ _ _ _ - _ _ p _ _ _ _ _
5.	3663 7378423	_ o _ _ _ _ _ _ i _ _
6.	23837847464 73784237	_ d _ _ _ _ _ _ _ _ _ S _ _ _ _ _ _ _
7.	4363725 63724263473	_ _ _ _ r _ _ M _ _ _ _ _ _ _ _ _ _
8.	6262437 -69637	_ _ _ a _ _ _ - O _ _ _ _
9.	3462623-273348	_ _ _ a _ _ _ - _ _ _ _ _ t
10.	73774 53276 263 3276 7765328	_ e _ _ _ L _ _ _ _ _ n _ _ a _ _ _ _ _ _ _ _ _
11.	73836-87 632 7765328	S _ _ _ _ - _ _ _ D _ _ _ _ _ _ _ _
12.	74455477 3733 3683777473 7765328	_ n _ _ _ _ _ _ F _ _ _ _ _ _ _ _ p _ _ _ _ _ _ o _ _ _ _

DECA COMPETITIVE EVENTS - TELEPHONE DIAL PUZZLE

Using the numbers on the telephone dial, decode each of the following competitive events

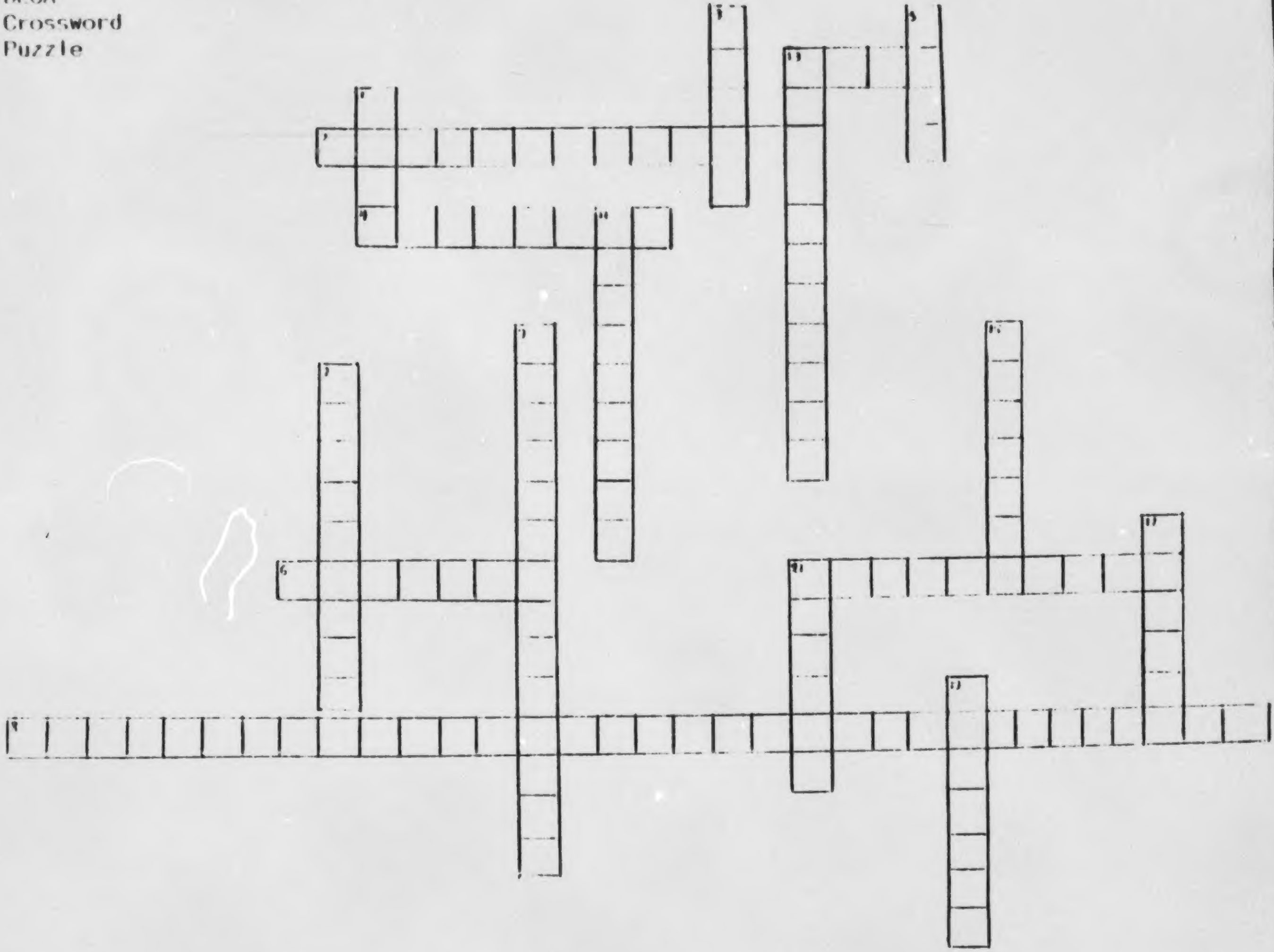
1.	3663 627538464	F _ _ _ _ _ _ _ e _ _ _ _
2.	738765386	_ _ _ _ o _ _ _ _
3.	27772735 - 22237767437	_ _ _ a _ _ _ - _ _ _ e _ _ _ _ _ _ _
4.	627837 - 36756933	M _ _ _ _ _ - _ _ p _ _ _ _ _
5.	3663 7378423	_ o _ _ _ _ _ _ i _ _
6.	23827847464 73784237	_ d _ _ _ _ _ _ _ _ _ S _ _ _ _ _ _ _
7.	4363725 63724263473	_ _ _ _ r _ _ M _ _ _ _ _ _ _ _ _ _
8.	6262437 - 69637	_ _ _ a _ _ _ - O _ _ _ _
9.	3462623-273348	_ _ _ a _ _ _ - _ _ _ _ _ t
10.	73774 53276 263 3276	_ e _ _ _ L _ _ _ _ _ n _ _ a _ _
	7765328	_ _ _ _ _ _ _
11.	73836-87 632 7765328	S _ _ _ _ - _ _ _ D _ _ _ _ _ _ _ _
12.	74455477 3733 3683777473	_ h _ _ _ _ _ _ F _ _ _
	7765328	_ _ _ _ _ p _ _ _ _ _ _ o _ _ _ _

ANSWER KEY - DECA COMPETITIVE EVENTS

TELEPHONE DIAL PUZZLE

1. Food marketing
2. Petroleum
3. Apparel - Accessories
4. Master - employee
5. Food Service
6. Advertising Services
7. General Merchandise
8. Manager - Owner
9. Finance - Credit
10. Pepsi Learn and Earn Project
11. Seven-up MDA Project
12. Phillips Free Enterprise Project

DECA
Crossword
Puzzle



DECA CROSSWORD PUZZLE

Across

2. Civic ______________ is one of the points on the DECA diamond.

4. A middle man who sells products to a customer is a _____________.

6. DECA's logo is a ___________________.

8. CBCE stands for _______________________.

13. The package in the center of DECA diamond stands for a job well _____________.

21. The _______________ division of DECA consists of students from a four-year college.

Down

1. There are ____________ points to the DECA diamond.

2. The ______________ is the individual who purchases merchandise for a retail store.

5. Distributive Education Clubs of America.

7. Human _____________ is one of the ten areas in competitive events.

9. Active people who have already graduated are the _________________.

11. A social science concerned with how we allocate our resources is ________________.

13. The DECA _______________ keeps us informed on what's going on in DECA.

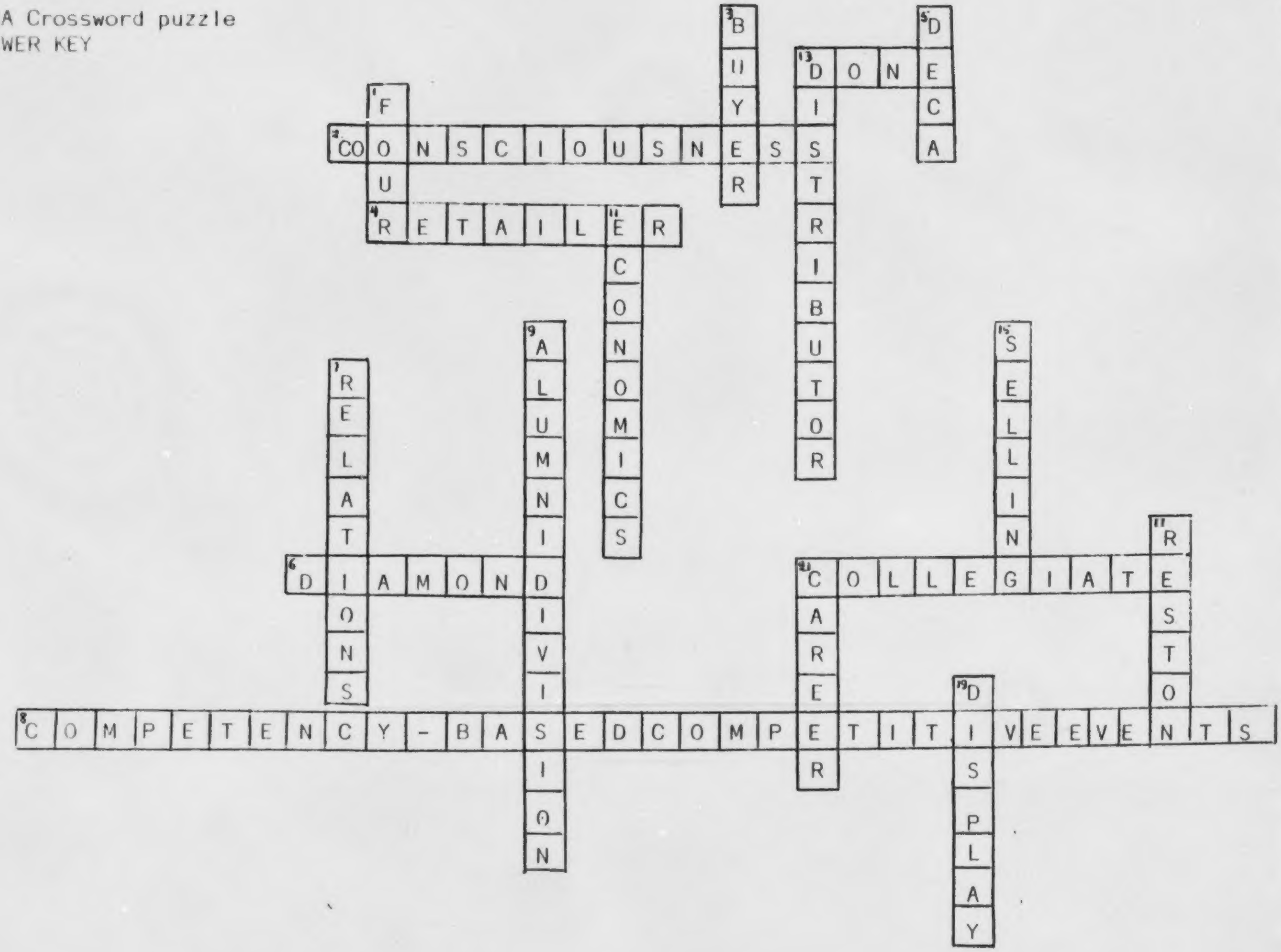
15. ____________ is one of the ten areas in competitive events.

17. National DECA headquarters is in _______________, Virginia.

19. _____________ is a creative art that DE students learn.

21. Distributive Education prepares a student for an interesting _______ in education.

DECA Crossword puzzle
ANSWER KEY


1 FOUR
2 COONSCIOUSNESS
3 BUYER
4 RETAILER
5 DECA
6 DIAMOND
7 RELATIONS
8 COMPETENCY-BASEDCOMPETITIVEEVENTS
9 ALUMNIDIVISION
11 ECONOMICS
11 RESTON
13 DONE
DISTRIBUTOR
15 SELLING
COLLEGIATE
CAREER
19 DISPLAY

UNIT II-A: SELF AWARENESS
Lesson 1: Personality

I. Behavioral objective

To give a discussion period that will enable the student to define personality.

II. Apperceptive base

"Suppose you were going to tell a friend of yours about your new boy/girl friend (or new person in your neighborhood). What are some of the things you would describe about that person?"
Students will list physical characteristics. Explain to students that today we will spend our class time on understanding personality and how the physical self relates to personality.

III. Motivational approach

Relate personal story to students regarding an employee who while dealing with customers, went to work dressed shabbily, hair uncombed, and was always growling at the customers; and explain that (s)he was fired. Indicate that the reasons (s)he was fired were based on his/her clothing, manners, way of speaking, personality

IV. Aim

To learn about personality.

V. Presentation

Specific materials:

Definition of personality: The total qualities and characteristics of a person, as expressed in language, manners, clothing, ways of speaking, interest, attitudes and other reactions to the social environment.

VI. Medial summary

Without aids, ask student to explain several things that make up personality.

VII. Application

Have students describe the personality of a famous (TV, sports, etc.) person.

VIII. Final summary

Review the day's lesson. Have students orally explain what makes up someone's personality.

UNIT II-A-1: SELF AWARENESS
Lesson 2: Kinds of personality

I. Behavioral objective

To present typical action studies so that students will learn to recognize and identify three different kinds of personalities.

II. Apperceptive base

"Does everyone live in the same environment? Does everyone have the same kind of personality?

III. Motivational approach

"Has anyone ever been in a situation where you wanted to go somewhere with five of your friends, and you had a difficult time agreeing on where to go?"
"Today we will discuss why this happens - bacause there are three basic kinds of personalities."

IV. Aim

To learn the characteristics of three kinds of personalities.

V. Presentation

Specific material:
1. Introvert
2. Extrovert
3. Ambivert

Give students three short stories and have them identify the introvert, extrovert and ambivert.

1. There was something about his employer that Bill didn't like. Bill's employer told him the mistakes he was making in front of the customers. Bill felt very self-conscious but wouldn't talk to his employer about it. (Introvert)

2. Nancy bored everyone she worked with by telling them daily how talented she was. She was always first in line to seek praise and always the last to give it. (Extrovert)

3. Susan was working at a fast food restaurang for three weeks when she decided to quit. She told her manager she was quitting because she couldn't do what she was supposed to do. After talking to Susan, her manager found out Susan was expecting too much from herself. She was not giving herself time to learn all of the skills needed on the job. Her manager convinced her to stay, and Susan was appreciative of the confidence her manager expressed in her. (Ambivert)

VI. Medial summary

Ask students to name TV celebrities and identify their personalities.

VII. Application

Give students another case problem and have them identify the kind of personality of the central person.

Greg is a DE co-op student who works for an advertising agency. He is talented in his work, yet ends up eating lunch alone. Most of the other employees are older and have a great deal of experience. Being shy already, Greg doesn't make any attempt to mingle with the crowd.

Identify personality of Greg. (Introvert)

VIII. Final summary

Have students break up into groups of 3-4 (let them choose their own groups). Hand out Personality Test (Introversion-Extroversion). Have students complete, individually. When they are finished put the test key on the board. Have the students discuss themselves and their "typed personality" with the other group members.

Have students complete Personal Coat of Arms. Utilize suggestions on activity sheet.

PERSONALITY TEST

(Introversion - Extroversion)

Directions: On a separate sheet of paper, list the numbers 1 through 26. Then study the statements on the list and write "True" or "False" after each number according to how that item describes to you.

1. I daydream a great deal.
2. I frequently rewrite letters before mailing them.
3. Usually I would rather be alone than in a group.
4. I am frequently suspicious of other people's motives.
5. At some time in my life I have kept a diary for several months.
6. In general, I govern my life by reason rather than by emotion or impulse.
7. I have ups and downs in moods without knowing why.
8. I worry considerably about possible misfortunes.
9. I am rather self conscious and blush frequently.
10. I tend to hesitate in making ordinary decisions.
11. My feelings are easily hurt.
12. I generally speak out what I consider the truth, regardless of how people take it.
13. I can express my thoughts better in writing than in speaking.
14. I am quite persistent in my attitudes and beliefs.
15. I get rattled rather easily.
16. I always avoid speaking before a group when I can.
17. On social occasions I tend to keep in the background.
18. I don't like to give or receive help in doing my work.
19. I prefer a game of cards, checkers, or other intellectual amusements to participation in athletic games.
20. I tend to be quite critical of others.
21. I am sure I could never be a good salesperson.
22. I have relatively few acquaintances.
23. When things go wrong, I tend to indulge in self-pity.
24. Most of my acquaintances are members of my own sex.
25. I tend to resent and dislike orders, rules, and discipline.
26. I generally prefer to read a good book or magazine rather than go to a dance or party.

Number of items I marked "True" _______ "False"

I tend to be Introvert ( ), Ambivert ( ), Extrovert ( )

KEY TO PERSONALITY TEST

Students score their own papers.

Answer "True" indicates introversion.

"False" indicates extroversion.

If more than 13 are answered "True", student tends to be an introvert.

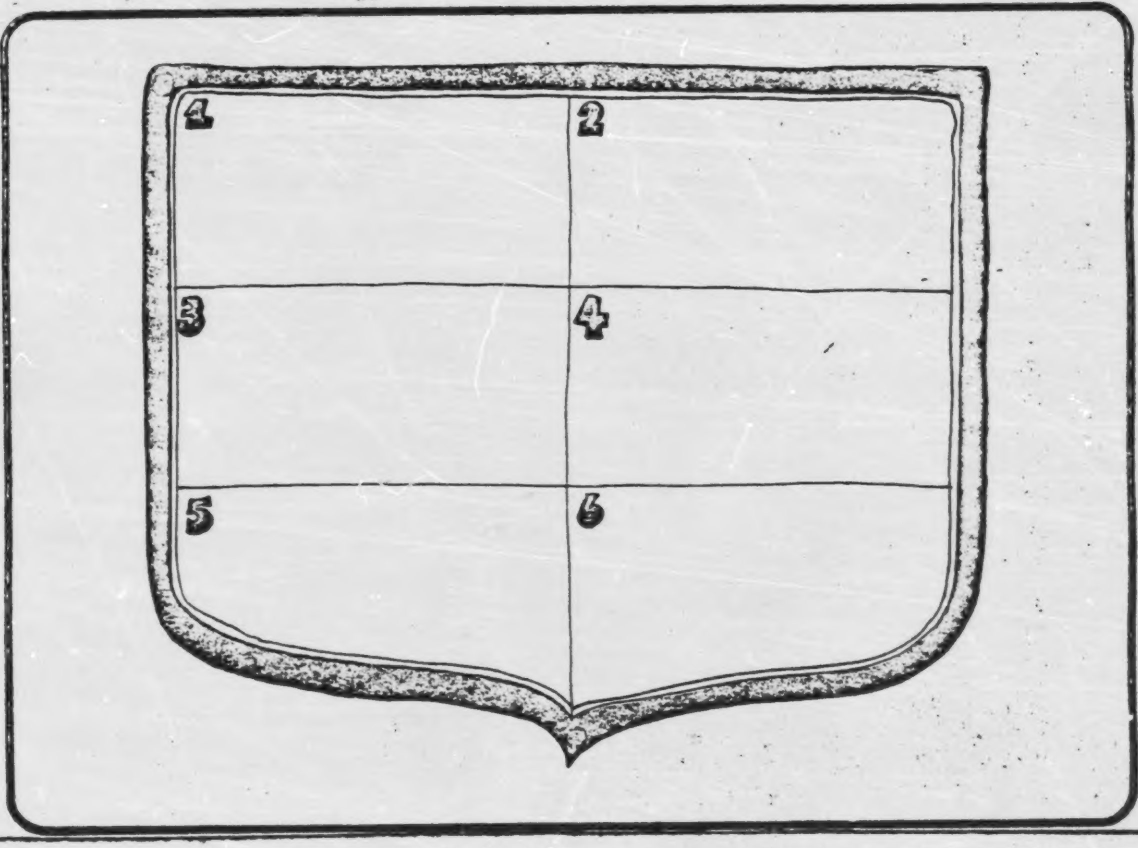
If the division is almost equal, he tends to be an ambivert (most of us).

If the majority are "False," he tends to be an extrovert.

Personal Coat of Arms 4

This activity is designed to help you learn more about others. It also gives you the chance to tell about yourself. First, follow these directions:

1. Answer the questions listed ~~at the bottom of page 48~~ by drawing, in the appropriate area on your Coat of Arms, a picture, design, or symbol.
2. Do not use words except in *Area No. 6*.
3. Art work isn't important. Make the drawing, picture, or symbol as short as you wish as long as it conveys how you feel about the question.
4. Pin your Coat of Arms on your blouse, shirt, or dress so that others can see it.
5. Discuss your Coat of Arms with someone else. Explain the meaning of each item if you wish. If you don't wish to share the meaning of your Coat of Arms, that is your privilege.



Questions

Area 1: What do you regard as your greatest personal achievement to date?

Area 2: What is something about which you would never budge?

Area 3: What is the one thing other people can do to make you happy?

Area 4: What do you regard as your own greatest personal failure to date?

Area 5: What would you do if you had one year to live and were guaranteed success in whatever you attempted?

Area 6: What three things would you most like to be said about you if you died today? (three words)

PERSONAL COAT OF ARMS

This activity is designed to help you learn more about others. It also gives you the chance to tell about yourself. First, follow these directions:

1. Answer the questions listed by drawing, in the appropriate area on your Coat of Arms, a picture, design, or symbol.
2. Do not use words except in Area No. 6.
3. Art work isn't important. Make the drawing, picture, or symbol as short as you wish as long as it conveys how you feel about the question.
4. Pin your Coat of Arms on your blouse, shirt or dress so that others can see it.
5. Discuss your Coat of Arms with someone else. Explain the meaning of each item if you wish. If you don't wish to share the meaning of your Coat of Arms, that is your privilege.

Area 1: What do you regard as your greatest personal achievement to date?

Area 2: What is something about which you would never budge?

Area 3: What is the one thing other people can do to make you happy?

Area 4: What do you regard as your own greatest personal failure to date?

Area 5: What would you do if you had one year to live and were guaranteed success in whatever you attempted?

Area 6: What three things would you most like to be said about you if you died today? (three words)

UNIT II-A-2: SELF-AWARENESS
Lesson 3: Factors influencing personality - heredity and environment.

I. Behavioral objective

Given one or more action studies the student will be able to list the two main factors that influence personality.

II. Apperceptive base

Review definition of personality.

III. Motivational approach

"Do you think that someone who has grown up in Japan, China, Russia, etc. will have the same personality as you?"
"Today we will discuss what influences your personality."

IV. Aim

To learn what influences your personality.

V. Presentation

Specific material

1. Heredity
   - (a) physical appearance
   - (b) nervous system
   - (c) intelligence
2. Environment
   - (a) home
   - (b) school
   - (c) church
   - (d) community
   - (e) friends
   - (f) social life

VI. Medial summary

Ask questions about personality.
e.g. What does your home, school, church, community, friends and social life make up? (Environment)
When you were born, the things you had no control over (your physical appearance, nervous system, intelligence) are labeled as what? (Heredity)

VII. Application

Divide students into groups of four. Have them describe what their personality might be like if they were:

(a) a person working in a factory in a poor, underdeveloped country in Southeast Asia

(b) a Parisian model (male or female) for Vogue (or any relevant publication).

Have students include factors influencing personality.

VIII. Final summary

Have students report back to class, comparing what each group said. Point out that heredity and your environment influence your personality.

UNIT II-A-3: SELF AWARENESS
Lesson 4: Positive and negative self-identity

I. Behavioral objective

To give activity illustrations that will enable the student to understand and define positive self-identity and negative self-identity.

II. Apperceptive base

What are the three kinds of personalities we discussed? (Introvert, extrovert, ambivert)

III. Motivational approach

We all took the test to determine what kind of personality we have at this time in our lives. But, do we have the same attitude towards everything? (No.) Even your attitudes do not remain the same about something all the time. However, there is a basic attitude that you have that comes out in all of your attitudes. Today we will discuss the two basic kinds of self-identities and we will work towards your discovering what kind of self-identity you have.

IV. Aim

To learn about positive and negative self-identity.

V. Presentation

Specific material

Positive self-identity - liking yourself, having a realistic attitude, recognizing your strengths as well as your weaknesses.

Negative self-identity - poor opinion of yourself, usually set low goals, don't use all of your capabilities.

Suggested Audio-visual aid:

"The Pride of a Champion"
1967 - 16 mm. 29 min.
(Bob Richards - pride)
Belief in oneself

General Mills Inc.
General Mills Film Center
P.O. Box 1113
Minneapolis, Minnesota 55440

VI. Medial summary

What is self-identity? (picture of yourself)
What are the two types of self-identity? (positive/negative)

VII. Application

Give students two self-identities and have them identify each.

Maria doesn't like herself very much. Other students laugh at her when she gives the wrong answer in class. When she walks she slouches over and shuffles her feet. Maria always wore beautiful clothing, yet always managed to look messy - so she stopped wearing nice clothing. "Why bother?"
Because people laughed at her, Maria decided she was stupid. Therefore when it was time for a test in school she had the attitude, "I can't pass the test, so why should I study?"
(Teacher can explain self-fulfilling prophecy).

Sharon grew up in a low-income family. She didn't have things that her classmates had; e.g., new clothes, good meals every night, a new car. Sharon wanted to make something of her life. She knew she wanted a college education but realized it would take hard work and a lot of determination. Because she knew college costs a lot of money she decided to go to a community college for two years, work, and live at home. Hopefully she could prove herself worthy of scholarships and financial aid, for a transfer to a four-year college.

VIII. Final summary

Have students explain the difference between positive and negative self-identity.

Suggested homework assignment: Positive/negative self-identity project.

POSITIVE/NEGATIVE SELF-IDENTITY

Your goal in this project is to examine the various dimensions of your self to see how they combine to define the identity of a person in either a positive (good) or a negative (bad) way.

Decide on a television series with which all class members are familiar and can see. Pick two characters in the series for the class to observe. Pick one character who displays positive qualities and another who displays negative qualities. Use the following forms to describe each character in terms of their more obvious qualities:

DIMENSIONS OF ______________________________ A POSITIVE CHARACTER.
(Name)

a. Personal traits ____

____

b. Emotions most often shown ____

____

c. Abilities ____

____

d. Aptitudes ____

____

e. Major interests ____

____

f. Strengths ____

____

g. Weaknesses ____

____

h. Needs or real needs ____

____

i. Other helpful information ____

____

DIMENSIONS OF ______________________ A NEGATIVE CHARACTER.
(Name)

a. Personal traits ____

____

b. Emotions most often shown ______________________________________

____

c. Abilities ____

____

d. Aptitudes ____

____

e. Major interests ____

____

f. Strengths ____

____

g. Weaknesses ____

____

h. Needs or real needs ______________________________________

____

i. Other helpful information ______________________________________

____

Make a list of the dimensions that were selected most often. Write this list on the blackboard for comparing and discussing your ideas with those of other people in your class.

Decide what dimensions make one character positive and the other character negative. Ask the following questions: What are the most important dimensions of the positive character? What are the major drawbacks of the negative character? What could the negative character do to become positive?

On a separate sheet of paper, write a brief statement of your findings.

POSITIVE AND NEGATIVE SELF-IDENTITY

HANDOUT

THE MAGIC WORD IS "ATTITUDE!"

1. It is our attitude at the beginning of a task which, more than anything else, will affect its successful outcome.

2. It is our attitude toward life which will determine life's attitude toward us.

3. We are interdependent. It is impossible to succeed without others. And it is our attitude toward others which will determine their attitude toward us.

4. Before a person can achieve the kind of life he/she wants, he/she must become that kind of individual... he must THINK, ACT, TALK, WALK AND CONDUCT himself in all of his/her affairs -- as would the person he/she wishes to become.

5. The higher you go in any organization of value, the better will be the attitudes you will find.

6. Your mind can hold only one thought at a time. Since nothing can be gained by holding negative thoughts, hold successful positive thoughts.

7. The deepest craving of human beings is to be needed, to feel important, to be appreciated. Give it to them, and they'll return it to you.

8. Part of a good attitude is to look for the best in new ideas... and look for good ideas everywhere.

9. Don't waste time broadcasting your personal problems. It probably won't help you -- it can't help others.

10. Don't talk about your health unless it's good (unless you are talking to your doctor).

11. Radiate the attitude of well-being, of confidence, of a person who knows where he is going.

12. Treat everyone with whom you come in contact as the most important person on earth.

POSITIVE AND NEGATIVE SELF-IDENTITY

HANDOUT

SELF-CONCEPT OF SUCCESSFUL VERSUS UNSUCCESSFUL PERSONS

How the Successful Person Sees Him/Herself

1. Is self-confident
2. Has self-acceptance
3. Has a positive attitude
4. Is an efficient and effective reader
5. Has confidence in his/her ability
6. Has high opinion of him/herself
7. Is optimistic about his/her future
8. Needs fewer favorable evaluations from others
9. Feels that he/she works hard
10. Is liked by others
11. Is generally polite
12. Is usually honest

How the Unsuccessful Person Sees Him/Herself

1. Tends to have negative self-concept
2. Perceives him/herself as less able to fulfill required tasks
3. Perceives him/herself as less able to learn
4. Is less confident
5. Has less ambition
6. Demonstrates less mature behavior
7. Is less self-accepting
8. Is less accepted by others
9. Finds his/her peers less acceptable
10. Is more withdrawing
11. Lacks self-reliance
12. Lacks a sense of personal worth
13. Lacks a feeling of belonging
14. Is self-derogatory
15. Has a depressed attitude toward him/herself
16. Has feelings of inadequacy
17. Has strong inferiority feelings
18. Holds unflattering views about him/herself
19. Has poor reading ability
20. Avoids achievement situations

UNIT II-A-3: SELF AWARENESS
Lesson 5: Positive and negative self-identity

I. Behavioral objective

To give students a list of statements and have them identify them as either positive or negative attitudes.

II. Apperceptive base

Review yesterday's homework assignment (or review positive/negative self-identity.)

III. Motivational approach

Write "Your P.A." on board. (Positive attitude.)

IV. Aim

To learn about positive and negative self-identity.

V. Presentation

Specific material (additional information on positive attitude)
Characteristics of a positive attitude:
A. Cheerful, friendly
B. Doesn't complain or make excuses (takes responsibility for own behavior)
C. Has tolerance (doesn't lose patience quickly with self and others)
D. Many interests
E. Willingness to change
F. Open-minded (will at least listen to the other person's side of the story)

VI. Medial summary

List several ways you can exhibit a positive attitude.

VII. Application

A. Give students positive/negative attitude quiz. (Discuss correct answers.)
B. List characteristics of positive attitude and their opposites (negative attitude characteristics) on board. Have each student identify each characteristic specifying if it is positive or negative. Have students write a few sentences backing up their choice. Discuss as a group, or break up into smaller groups having those that listed between five and six positive characteristics, in one group, five and six negative characteristics, in another, etc.

VIII. Final summary

Have students identify positive and negative characteristics.

POSITIVE/NEGATIVE ATTITUDE QUIZ

Positive and negative attitudes are being expressed by the statements below. Read each statement. Then choose the phrase that best describes the characteristic of that person. When you complete each sentence, also identify each statement as a positive or negative characteristic by writing the word positive or negative.

a. Cheerful, friendly ________

b. Complains, makes excuses __________

c. Loses patience quickly ____

d. Has many interests ________

e. Not willing to change _____

f. Doesn't make excuses (complains) ______

g. Has tolerance (patience) _____________

1. "Wow," Nicky exclaimed, "Dave, I always thought my was was the best but I never thought of doing it that way. I am going to try it and see how it works."

2. "I don't know why Melissa is upset. She only showed me how to do that job three times and I can never catch on that fast. Besides, everyone else knows how to do it, so, why do I have to know?"

3. "John," Chuck shouted, "I told you yesterday that slot A goes into x after you attach C and Z. - Why can't you remember?"

4. "Who was the last one to use the coffee pot?," questioned Mrs. Scott. "I was," said Joyce, "I'm sorry, I forgot to wash it out. I'll do it now."

5. "Nancy," said Ann, "I know I showed you how to do that yesterday, but maybe I didn't explain it clearly because they're coming out wrong. Let's take a little time this morning and I'll go over it again with you."

6. "I don't care what my manager says" grumbled Ben, "I know the best way to do this job and I'm not going to try any other way just because the customers would like it."

7. "Poor Mrs. Stevens," thought Patrice to herself, "She is probably lonely in the hospital with her broken leg. I think I'll go over and cheer her up."

POSITIVE/NEGATIVE ATTITUDE QUIZ ANSWER KEY

1.	Positive	D
2.	Negative	B
3.	Negative	C
4.	Positive	F
5.	Positive	G
6.	Negative	E
7.	Positive	A

UNIT II-B-1: SELF AWARENESS
Lesson 6: Factors in personality development: emotions

I. Behavioral objective

Given an activity, the student will define emotion(s).

II. Apperceptive base

What is an emotion?

III. Motivational approach

One by one, have students volunteer to demonstrate emotions in front of the class. Have the rest of the class guess the emotion.

IV. Aim

Learn about emotions.

V. Presentation

Specific material
Emotion - A strong feeling, as love, joy, anger, fear, jealousy, resentment.

Suggested audio-visual aids:

"What will I do with my time?" (M-348)
1976 - 16 mm. - 28 min./color
(feelings, ambitions lead to career)
Association Films, Inc.
N.Y. Life Insurance Co.
600 Grand Ave., Ridgefield, N.J. 07657

"To Be Assertive"
15 min. / rental fee
Association Films, Inc. (address as above)

"To Be Alone"
14½ min. / rental fee
Association Films, Inc. (address as above)

VI. Medial summary

What is an emotion?

VII. Application

Have students complete Handouts Nos. 1 and 2

VIII. Final summary

Discuss emotions and the handouts.

UNIT II-B: SELF AWARENESS
Lesson 6: Handout No. 1

I FEEL ______________________________ (write your own ending!)

ADMIRATION

1. The person in my life whom I most admire right now is ______________ ____________________ because ____
____

Even though I disagree with my parents at times, I find lots to admire about them.

2. My dad's best qualities are: ________________________________
____

3. My mom's best qualities are: ________________________________
____

AMBITION

1. I have hopes and dreams for the future. Here are some of them:
____
____
____

2. Careers that interest me most right now include: ______________
____
____

3. But I would really hate to be ________________________________

4. Here is what I hope to be doing in five years: ________________
____

5. Ten years from now, I imagine that I'll be ____________________
____

6. Some of the things I have to do before reaching these long-term goals are: ____
____
____

ANXIETY

1. We all have fears and worries. These are the times that worry me most:
____
____

2. Some of the things that I fear the most are: __________________
____

3. Here are some ideas I have that might help me overcome some of my fears:
____
____

CRITICAL

1. My greatest complaint about my life in general is ____________________
____

2. It seems that I argue with my parents most about ____________________
____

3. Here are some ideas I have about how to resolve this conflict:
____
____
____

4. Some things I don't like about myself include: ____________________
____
____

5. Here are some ideas I have about changing the things I dislike about myself (and my life in general): ____________________
____
____
____

HAPPY

1. These are the people I enjoy the most: ____________________
____

2. Some of the things or activities that make me happy include: __________
____
____

3. This is my description of a perfect day: ____________________
____
____

4. I feel happiest when ____________________
____
____

HOPEFUL

1. I'm constantly growing and changing. If I could describe myself as I was a year ago in only three words, I would say that I was __________
______________________________, and ____________________

2. These are some of the ways I have changed in just one year: __________
____
____
____

3. The changes in myself that make me feel especially proud are: __________
____
____

4. As long as I am alive, I hope to keep learning and growing. Here is a description of the person I hope I will grow to become: __________
____
____

UNIT II-B: SELF AWARENESS
Lesson 6: Handout No. 2

Emotions are feelings that can add or detract from your life. The following checklist should help you to find out more about yourself. This list does not cover the entire range of your emotions. It is designed to increase your awareness of your emotions and to stimulate interesting discussion with someone close to you.

Let the six-place scale and the opposing statements reflect your opinions of your emotions. Put a check mark nearest the statement that you think best describes you. If a statement describes you only slightly, check the second place from the right or left of that statement. If neither statement seems to describe you well, place a check mark in the third space in from the statement that comes closest. Before you check one of the six points on the scale, try to think of examples from your own experience.

1.	I can easily show affection	___ ___ ___ ___ ___ ___	I find it difficult to show affection
2.	My life is exciting enough	___ ___ ___ ___ ___ ___	Nothing exciting ever happens to me
3.	I am generally happy, and I find pleasure and joy in life	___ ___ ___ ___ ___ ___	I'm usually unhappy, and I nearly always am down
4.	I find myself liking almost everyone	___ ___ ___ ___ ___ ___	I find myself hating other people
5.	I'm scared of most things that happen	___ ___ ___ ___ ___ ___	I'm fascinated with what's happening
6.	I feel uncomfortable with what is happening to me	___ ___ ___ ___ ___ ___	I feel good about what's happening to me
7.	I'm often excited by changes in my life	___ ___ ___ ___ ___ ___	I don't like to change in my life. It makes me gloomy
8.	I get angry very easily	___ ___ ___ ___ ___ ___	I'm usually easygoing and don't often get angry
9.	I'm often jealous of others' successes - I'm envious	___ ___ ___ ___ ___ ___	I usually respect the success of others, and I'm not jealous of them
10.	I'm usually unfriendly to new people	___ ___ ___ ___ ___ ___	I'm nearly always friendly with new people
11.	I'm afraid of almost everything, and I often feel anxious	___ ___ ___ ___ ___ ___	I'm pretty generally a bold and fearless person

12.	I worry about almost everything, and fret through situations	_ _ _ _ _ _	I take things as they come and make the best of each situation
13.	I usually don't look forward to any task I must do	_ _ _ _ _ _	I generally look forward to things I have to do
14.	I have many regrets about what I have done	_ _ _ _ _ _	I have peace of mind - no regrets about what I've done
15.	I'm easily irritated	_ _ _ _ _ _	I'm easygoing and almost nothing irritates me

Now that you have completed this inventory, move right on to the following list of your emotional ups and downs. It might help to discuss your answers with someone close to you.

a. On the lines below, list three of your peak experiences; start with the most thrilling experience first: ____________________

____

____

____

b. Now put down the emotions you think you showed in these experiences:

____

____

____

c. Now list three rock-bottom experiences. Start with the worst experience: ____________________________

____

____

____

d. Name the emotions that you think were involved in each experience

____

____

____

UNIT II-B-1: SELF AWARENESS
Lesson 7: Factors in personality development - emotion (fear)

I. Behavioral objective

Given an activity, the student will be able to identify fear as an emotion.

II. Apperceptive base

Does everyone have a self-identity? (yes)
Is Joe's self-identity the same as Karen's (no)
(use two students in your classroom).

III. Motivational approach

Let's talk about the differences in self-identity.
Has anyone ever been afraid to speak in front of a class? (observe that all those that didn't answer might be afraid of speaking in front of a class). Do you know why? For the next few days, we will discuss how all people have emotions, yet sometimes they differ, therefore we end up with different personalities.

IV. Aim

To learn about emotional behavior - fear.

V. Presentation

Specific material: Emotion - fear
Have a discussion on the following case:

Peter was self-conscious without being truly aware of himself. He was quite handsome, and, when he was at ease, he had a nice smile and a good speaking voice. But unfortunately for Peter, he was seldom at ease among other people. He was too busy thinking about himself and wondering how he looked to others.
"Is my shirt in? How is my hair? Did I say that word right? Should I have stood up? Should I sit down? "All these questions and more would be running through Peter's head all the time. His face would freeze, and his voice would become strained.

What emotion is Peter exhibiting? (fear)

Suggested audio-visual aids:
"To be afraid"
14 min./ rental fee
Association Films, Inc.
600 Grand Ave.
Ridgefield, N.J. 07657

"To be continued"
(about failure and depression)
14 min. / rental fee

VI. Medial summary

Ask students to give another example of fear.

VII. Application

Have students list their most important fears (e.g., speaking in class, taking part in a play, rejection from a close member of the opposite sex).

Have students think about each fear carefully and write down why they feel as they do. Think of ways you can overcome these fears (get help from close friends, teachers, relatives).

Do you think having certain fears makes you act in a certain way?

VIII. Final summary

Review why fear is an emotion.

UNIT II-B-1: SELF AWARENESS
Lesson 8: Factors in personality development - emotion (love)

I. Behavioral objective

Given an activity, the student will be able to identify love as an emotion.

II. Apperceptive base

List some emotions that we have. (Continue until students mention love.)

III. Motivational approach

Has anyone ever been in love?
Has anyone ever had a "broken heart"?
Today we will discuss how the emotion, love, affects our personality.

IV. Aim

To learn about emotional behavior - love.

V. Presentation

Specific material:
The decision to love somebody else is not simply a sexual attraction. It is a commitment to another person. You hope to share happy moments together. But when there are sad moments and disappointments, you stand by the ones you love. This need to give and receive love makes you join clubs and groups, ties you to your family, and makes you seek out and please friends. You want to feel that you belong.

VI. Medial summary

What emotion makes you join clubs, organizations, etc.? (Love)

VII. Application

Have students role-play a scene structuring the situations as soap operas:

Situation 1 - Mother and teen-age daughter having an argument about curfew. Instruct students to resolve argument and end up showing "love."

Situation 2 - Boyfriend and girlfriend sitting in a restaurant on Valentine's Day. Instruct students to include some things they might say to each other.

Situation 3 - Brother and sister (or sister/sister) having argument. "Mom always liked you best." Instruct students to resolve argument.

VIII. Final summary

Name the emotion that we discussed today (love).

UNIT II-B-1: SELF AWARENESS
Lesson 9: Factors in personality development - emotion (anger)

I. Behavioral objective

Given an activity, the student will be able to identify anger as an emotion.

II. Apperceptive base

List some emotions that we have (continue until students mention anger).

III. Motivational approach

Relate personal story.

E.g., When I was a buyer I had an instance once where a salesperson for a company spent an hour showing me merchandise. At the end of that time I did not place an order. The salesperson got angry and started yelling. After I asked him to leave I decided never to make another appointment with him again.

IV. Aim

Learn about emotional behavior - anger.

V. Presentation

Specific material
Anger: a strong resentment of injury or wrong, wrath. Anger is a sudden keen displeasure aroused by injury or injustice and usually accompanied by desire to punish.

VI. Medial summary

What is anger?

VII. Application

Give students handout. Have them answer the questions at the end of the handout.

VIII. Final summary

Name the emotion discussed in class today (anger). What is anger?

HANDOUT FOR EMOTIONAL BEHAVIOR

Mark has always been very neat. His neatness is reflected in his appearance and also in his work. He is a perfectionist. Mark has been working at Save-Plenty, a supermarket, for two years. He has moved up from bagger to head stock clerk. His neatness and desire for perfection are obvious when you see the store. All the shelves are filled, and all the items are in orderly rows.

Greg, a distributive education student, has been working as a junior stock clerk for two weeks. One morning he was in the process of building a pyramid with cans of peaches when all of a sudden the whole structure collapsed, and cans started to roll down the aisles. Mark came running, his face as red as a beet. "You idiot!" He shouted. "I told you to keep the stack tight or that would happen. You pick up those cans and take them to the back room. I'm going to make you stack and restack them until you wish you'd never seen a can of peaches!"

1. What emotion is Mark showing? ______________________________

2. What are the important facts to be considered in this problem?

3. List several possible solutions from every point of view.

4. Evaluate the possible results of each of the solutions.

5. Which solution would you recommend? Why?

UNIT II-B-1: SELF AWARENESS
Lesson 10: Factors in personality development - emotion (resentment)

I. Behavioral objective

Given an activity, the student will be able to identify resentment as an emotion.

II. Apperceptive base

What are the emotions that we already discussed? (love, fear, anger)

III. Motivational approach

Has anyone ever said any of these things to you?
"Do your homework!" "Take out the garbage!" "Rake the leaves!"
"Clean your room!" "Do the dishes!" "Watch your younger brother!"

IV. Aim

Learn about emotional behavior: resentment.

V. Presentation

Specific material

There are two reasons you don't like to hear "clean your room" and "do your homework." - 1) because it means you have to do work and not have fun, and 2) because you don't like being told what to do - you resent someone else making your decisions.
Resentment is a strong displeasure for something or someone.

VI. Medial summary

Ask students to give an example of when they might feel resentment.

VII. Application

Give students handout. Have them answer the questions at the end of the handout.

VIII. Final summary

Name the emotion discussed in class today (resentment). When might you show resentment?

HANDOUT ON EMOTIONAL BEHAVIOR

Joe has always been a natural leader. In grade school and in high school, he always gave advice and direction to his friends and classmates. About a year ago, Joe suddenly realized that he could get his fiends to do almost anything he wanted. Since then he has become more dominant.

Joe works in the receiving room of Block's Department Store. This is his fourth week on the job, and he has learned it quickly. Joe has now started giving directions to others in the receiving room, but it seems they are not doing what Joe says, even though he knows his directions are right.

1. What emotion are the other employees feeling towards Joe?

2. What are the important facts to be considered in this problem?

3. List several possible solutions from every point of view.

4. Evaluate the possible results of each one of the solutions.

5. Which solution would you recommend? Why?

UNIT II-B-1: SELF AWARENESS
Lesson 11: Factors in personality development - emotion (jealousy)

I. Behavioral objective

Given an activity, the student will be able to identify jealousy as an emotion.

II. Apperceptive base

Let's make a list of the emotions we already discussed (love, fear, anger, resentment).

III. Motivational approach

When one girl feels that another girl is flirting with her boufriend, what emotion does she feel? (jealousy) (relate a personal story)

IV. Aim

To learn about emotional behavior - jealousy

V. Presentation

Specific material
Jealousy - envy; suspicion; the demand for exclusive attention or affection.

VI. Medial summary

What is jealousy?

VII. Application

Give students handout. Have them answer the questions at the end of the handout.

For one week, keep a record of your moods. Each night, before you retire, write down which of the following phrases best described your mood that day:

Very happy	Neither happy, nor depressed	Very depressed
Moderately happy	Somewhat depressed	

At the end of the week, see if you need to work on your emotional habit patterns.

VIII. Final summary

Review day's lesson. Ask specific questions about jealousy.

HANDOUT FOR EMOTIONAL BEHAVIOR

Louise, Shirley and Kathy had all started working at Block's Department Store on the same day 3 months ago. Block's had a policy of employing people to be "floaters." These salespeople were assigned to whichever departments might be shorthanded. A job as a floater did not carry much status with the other salespeople, and all floaters tried to get assigned permanently to a department as soon as possible.

Louise, Shirley and Kathy had all become good friends. One afternoon, Louise called Shirley on the intercome and said, "Let's take our break together at 2:45 instead of 3 o'clock. I have some hot news to tell you, but I don't want to say it in front of Kathy."

During their coffee break, Louise said to Shirley, "I have overhead Mr. Donaldson in ladies' wear talking on the phone to someone in the personnel office. He said he was going to put Kathy on full-time in his department. He said, and I quote, 'Kathy is a hard worker. Her sales are high, and she has the kind of appearance I like my salespeople to have.' Who does he think he is kidding? I've seen Kathy giving him the eye and flirting with him. Only yesterday I surprised the two of them in the stockroom. I'm sure they weren't checking stock."

Shirley replied, "I know. I've seen what's been going on. As much as I'd like to get a permanent assignment, you won't catch me throwing myself at the supervisor to get one. We'd better tell the regulars in ladies' wear to watch out for Kathy. If she continues her tactics, she will become Mr. Donaldson's assistant, and Marge will be out on her ear."

1. What emotion is being displayed by Louise and Shirley? ________________
2. What are the important facts to be considered in this problem?

____
____
____
____

3. List several possible solutions from every point of view.

____
____
____
____
____

4. Evaluate the possible results of each one of the solutions.

____
____
____
____
____
____
____

5. Which solution would you recommend? Why?

____
____

UNIT II-B-2: SELF AWARENESS
Lesson 12: Factors in personality development - rational and emotional behavior.

I. Behavioral objective

To hold a discussion which will enable the student to differentiate rational and emotional behavior.

II. Apperceptive base

What are the emotions we have discussed? (love, anger, fear, resentment, jealousy).

III. Motivational approach

Relate story about cutting class - there are several reasons why students might cut: 1) because the student is sick, 2) because the student dislikes the teacher. Ask students which reason is based on emotions? (Disliking the teacher.) Tell students that today you'll discuss the other reason - rational behavior.

IV. Aim

To learn the meaning of rational behavior.

V. Presentation

Rational behavior - when something is done according to reason, sound sense; arriving at sound conclusions through a step-by-step process (based on inferences and deductions).

VI. Medial summary

Have students define rational behavior.

VII. Application

Give students examples and have them determine what would be based on rational behavior vs. emotional behavior. Have them give reasons for their answers.

e.g. Buying a new car because it gets good gas mileage (R)
Buying a new car because you like the color (E)
Buying a new pair of jeans because yours are falling appart (R)
Baking a cake because it is Valentine's day (E)
Marrying someone because they have money (R)
Buying a new pair of jeans because you want Jordache on your pocket (E)
Drinking milk for the calcium because you have bad teeth (R)

VIII. Final summary

Ask students, individually, to give a definition of rational behavior.

UNIT II-B-3: SELF AWARENESS
Lesson 13: Speech

I. Behavioral objectives

Given a tape recorder, oral situations and a voice characteristics rating sheet, the student will be able to identify voice characteristics.

II. Apperceptive base

What are some of the things that make up your personality? (wait until you get voice or speech as a response).

III. Motivational approach

Have you ever been in a store where the salesperson has said: "May I help you?" (Use a nasal, monotonous or other unsatisfactory voice characteristic when talking to students). Did you like it when the salesperson used that way of speaking (tone, inflection, or enunciation)? Do you think a customer, if you were working in a store, would like it if you spoke in this manner?

IV. Aim

To learn voice characteristics.

V. Presentation

A. Possible methods
   1. Lecture with handouts
   2. Discussion
B. Specific material
   Distribute copies of voice characteristics rating sheet. Explain each area. Give examples of each. Have students get involved in examples.

VI. Medial summary

Give appropriate examples and have students identify.

VII. Application

Break students into groups of 3-4. Have each student in group:
1. Read a passage from a text.
2. Recite a nursery rhyme.
3. Give an inpromptu accounting about (a friend of theirs, what they ate for dinner, current soap operas).

Have other students evaluate each person in group using the rating sheet. Once each student in group has been rated, have group members discuss with each other their voice characteristics. When a student does not agree or understand why his/her voice was rated as it was, have student use tape recorder and play back the voice. Let others in group point out actual words, sentences, etc., which lead them to choose the specific voice characteristic in question. (Note: in an ideal situation, each student should have an opportunity to speak into the tape recorder.)

VIII. Final summary

Question the students regarding voice characteristics.

VOICE CHARACTERISTICS RATING SHEET

Pace an "X" next to the characteristic that applies.

Pitch

High ___
Low ___
Medium ___

Tone

Nasal ___
Breathy ___
Hoarse ___
Pleasant ___

Emphasis

Loud ___
Medium ___
Soft ___

Inflection

Monotonous ___
Inappropriate ___
Satisfactory ___
Excessive ___

Volume

Weak ___
Unvaried ___
Satisfactory ___
Excessive ___

Rate of speech

Too fast ___
Medium ___
Too slow ___
Unadapted to variations in meaning ___

Pronunciation

Accurate ___
Average ___
Inaccurate ___

Pauses

Too long ___
Too short ___
Too infrequent ___
Misplaced ___

Enunciation

Over-precise ___
Clear ___
Indistinct ___

UNIT II-B-4: SELF AWARENESS
Lesson 14: Personal hygiene and dress

I. Behavioral objective

Given a self-inventory on personal hygiene, the students will be able to compare their answers before and after presenting the unit.

II. Apperceptive base

What are some of the things that make up personality?
(Wait until students mention things relating to personal hygiene.)

III. Motivational approach

Would you buy shampoo you didn't know anything about from a salesperson who had dandruff?
Would you buy a deodorant you didn't know anything about from a salesperson who had a strong, offensive body odor?
Would you care if someone who served you food in a restaurant had dirty hands and a dirty apron?

IV. Aim

To learn about the importance of good grooming.

V. Presentation

A. Possible methods
  1. Guest speaker (school nurse)
  2. Handouts and discussion
  3. Use audio-visual aids

"The good Look"
Leaflet - grooming tips for men

"Getting it together" - booklet
Make Grooming Habit

Johnson and Johnson Baby Products Co.
Barbara Peters
Consumer Services Dept.
New Brunswick, N.J. 08903

"You are Beautiful"
Booklet - teenage girls (skin and hair care)
Limit: 200 copies
Johnson and Johnson Baby Products, Co.
(address as above)

"The Gentle Touch... For your hair"
Booklet - 200 copies limit
Johnson and Johnson Baby Products Co.
(address as above)

"Clothing Communicates"
1973 - sound/color - 6 min.
(How clothing affects personality.)
J.C. Penney Company, Inc.
Nearest store manager
Book - two to four weeks in advance

B. Specific material
Give students a copy of Good Grooming Self-Inventory. Instruct them to complete individually using a full length mirror. Give Good Grooming Outline to guest speaker.

VI. Application

A. Give students the following case problems titled:
   1. "Samples From the Stock Room."
   2. "Your Best Friend Won't Tell You."
B. Give students Self Awareness handout, and contract, and explain.

VII. Final summary

Review areas of consideration for personal hygiene (good grooming). (Periodically, if you choose to use the behavior contracts, you should have a follow-up session with each student.)

GOOD GROOMING OUTLINE

A. Importance

1. Builds morale
2. Increases self-confidence
3. Makes individual feel good
4. People judge by appearance
5. Expresses overall personality

B. Good Grooming rules

1. Have daily bath or shower
2. Use a good deodorant
3. Brush teeth after each meal
4. Keep hands and nails clean
5. Choose becoming hair-style
6. Dress appropriately
7. Practice good posture

C. Good Grooming for young women

1. Under arms - clean
2. Hair - clean and neat
3. Skin - clean and clear
4. Brows
5. Teeth - clear and free of stains
6. Nails - well manicured, free of nicotine stains, becoming shades of nail polish
7. Make-up - suited for daytime wear; natural color
8. Clothing - fits properly, clean (free of holes, runs, etc.)

D. Good Grooming for young men

1. Face - clean, shaven
2. Teeth - clean and free of stains
3. Hair - clean, no dandruff, well combed
4. Hands and nails - clean, no nicotine stains
5. Clothing - shoes shined, clean, fit properly

"SAMPLES FROM THE STOCK ROOM"

Jim Thurman worked for the shipping department of Hogles Company. He hoped to become a salesman for the firm someday. After two years, however, he was neither given a raise nor promoted. Other men who were no older were transferred to the retail sales department. Finally Jim became discouraged and decided to quit. Before he left, he asked his employer why he had never been promoted. The answer was that when Jim reported to work his hair was not neatly combed, his shoes were not polished, his clothes were not pressed, and his nails were not clean. Jim left feeling that his employer should have told him previously that his appearance was not measuring up to the firm's standards. Yet he could not see why it should have been necessary for him to be neat in the shipping room.

1. Do you think Jim was right in thinking that neatness did not matter in the shipping room?

2. Do you feel Jim's employer should have mentioned Jim's lack of neatness when it was first noted?

3. Do you think a person's work can be predicted from his personal grooming?

"YOUR BEST FRIEND WON'T TELL YOU"

Peggy Springmeyer works in a stenographic pool. One day four of the girls whose desks were near Peggy's made an appointment to talk with the supervisor, Mrs. Washington. Mrs. Washington asked the girls to stay a few minutes after work. When the meeting was held, the girls told the supervisor they would all like to have their desks moved away from Peggy's. When asked their reason, the girls said they couldn't stand Peggy's disagreeable body odor. Mrs. Washington thanked the girls and promised to do something about the problem.

1. Assuming you are the supervisor, Mrs. Washington, how would you handle this problem?
   a. Would you tell Peggy that the girls had complained? Why or why not?
   b. Would you begin your conversation with Peggy with a question or with a statement?

2. Discuss the matter with four of your classmates. After you have discussed and agreed on a solution, write the exact words you think you would say to Peggy.

3. As an alternative to writing Mrs. Washington's conversation with Peggy, perform your version of the solution to this problem as a role-playing assignment.

GOOD GROOMING SELF-INVENTORY

FILL IN THE CORRECT ANSWERS:

1. Is my hair clean? ________
2. Does my hair look neat, shiny, healthy? _______
3. Is my complexion clear and healthy looking? ______
4. Are my teeth clean and shiny? ______ Are they in good condition? ____ Have I had a dental checkup in the past year? _____
5. Are my fingernails clean, well-shaped, free from bright polish that is chipped, and from hangnails? ____
6. Are my hands clean? ____
7. Is my neck clean? ____
8. Are my ears clean? ____
9. Is my clothing appropriate? ____ Is it becoming? ____
10. Am I positive that my clothes and body are absolutely odorless? ____
11. Did I have a bath or shower this morning or at bedtime? ____
12. Do I hang up my clothes every night? ____
13. Are my shoes polished and the heels in good repair? ____
14. Are my shoes appropriate for business and for school? ____
15. Are my shoulders free from dandruff and from stray hairs? ____
16. Are the clothes I am now wearing in good repair? ____
17. Do my clothes fit well? ____
18. Did I take the time this morning to make the most of my appearance? ____
19. Do I look fresh and wide awake? ____
20. Does my face look pleasant? ____ Do I smile most of the time? ____
21. Do I exercise to stay trim in size and in good physical condition? ____
22. Am I drinking at least eight glasses of liquid each day? ____
23. Am I in good health, and do I give that appearance? ____
24. Do I try to look my best at all times, even when alone? ____
25. Would I be considered well-groomed? ____

SELF-AWARENESS

If the items listed below bring you joy or pleasure, check them in the appropriate column. Next, make a list of the items you checked "Much" or "Very much."

	Extent of enjoyment		
	Some	Much	Very much
1. Listening to music			
a. Popular			
b. Folk			
c. Rock			
d. Rhythm and blues			
e. Show tunes			
f. Jazz			
g. Country Western			
h. Classical			
2. Solving problems			
a. Working on a car			
b. Doing crossword puzzles			
c. Building models			
3. Eating			
a. Candy			
b. Ice cream			
c. Cookies			
d. Fruit			
e. Nuts			
4. Beverages			
a. Coffee			
b. Tea			
c. Soft drinks			
d. Milk			
e. Beer			
f. Wine			
g. Cocktails			
5. Animals			
a. Dogs			
b. Cats			
c. Horses			
d. Other pets			
6. Participating in sports			
a. Football			
b. Basketball			
c. Baseball			
d. Tennis			
e. Golf			
f. Swimming			
g. Track			
h. Bowling			
i. Other sports			

	Extent of enjoyment		
	Some	Much	Very much
7. Watching sports			
8. Reading			
a. Newspapers			
b. Magazines			
c. Adventure			
d. Mystery			
e. Love stories			
f. Sports			
g. Humor			
h. History			
i. Travel			
9. Outdoor life			
a. Camping			
b. Hiking			
c. Bicycling			
d. Motorcycling			
e. Skiing			
f. Boating			
g. Fishing			
h. Hunting			
i. Walking			
10. TV, movies, radio			
11. Concerts, theatre			
12. Dancing			
a. Discotheque			
b. Ballet or modern			
c. Ballroom			
d. Folk			
e. Square			
13. Playing a musical instrument			
14. Painting or modeling			
15. Sewing			
16. Shopping			
17. Sleeping			
18. Talking with someone you like or love			

Most enjoyable activities:

1.

2.

3.

4.

5.

BEHAVIOR CONTRACT

I, ______________________________________, do hereby enter into the following agreement with myself. I will perform the behavior stated below for a period of ________________________ days. In return, I will receive the rewards listed below.

BEHAVIOR ____

REWARDS ____

If I fail to live up to this contract, these penalties will take effect:

PENALTIES ____

____

(Signature)

Choose some way in which you want to change, to improve. You may decide to study more seriously or to do a better job in your work. You may decide to work on an emotional or a physical-fitness problem. You may decide to diet. Whatever improvement you choose, fill in the contract shown. Write your name on the first line of the contract. Fill in the number of days in which the contract is to be in effect. On the line beginning BEHAVIOR write the one change you are going to work on. On the line beginning REWARDS list one or more of the activities you checked in Self Awareness Handout as being the most enjoyable to you. On the line beginning PENALTIES list one or more of the enjoyable activities you will give up if you do not live up to your contract.

UNIT II-B-4: SELF AWARENESS
Lesson 15: Personal hygiene and dress

I. Behavioral objective

To present a list of distributive occupations from which the student will select three, and describe the appropriate dress for each. For each occupation, the student will explain why this dress would be appropriate.

II. Apperceptive base

What makes up personal hygiene (Good grooming)?
(Wait until students mention dress.)

III. Motivational approach

Do you think you would hire someone as a Dept. Manager if that person came in for a job interview with dirty sneakers, sleeves that reached down to the fingertips, and wearing blue jeans with holes in them?

IV. Aim

To learn about importance of dress (on the job).

V. Presentation

Specific material

A. Design factors in clothing selection
   1. Proportion
   2. Balance
   3. Harmony
   4. Color
   5. Silhouette
   6. Texture

B. Recognizing suitability and proper fit
   1. Is item suitable for my needs?
   2. Is it durable? Will it last?
   3. Is it in fashion?
   4. Am I interested in comfort as well as style?
   5. Are price and the value I get for my money of prime importance?
   6. Is it important to buy an item that requires little care? (No iron, drip-dry, machine washable.)

C. Proper fit in women's clothing
   1. Item fits smoothly (no bulges, wrinkles).
   2. Side seams straight.
   3. Skits and pants fit over hips (not too tight, not bagging in back).
   4. In sleeveless garment, armholes not more than one inch below armpit.
   5. Shoulder seams at shoulder line.
   6. If waistline in item, not too high or too low for natural waistline.
   7. Long sleeves do not reach below or too far above the wrist.

D. Proper fit in men's clothing
   1. Trouser legs should break slightly over instep and hang straight in the back.
   2. Suit jacket should cover seat of trousers.
   3. Suit jacket sleeve should allow a half inch of shirt cuff to show.
   4. Lapels should lie flat.
   5. Collar should hug the neck but not interfere with movement.

E. Importance of weight control (at discretion of teacher).

VI. Medial summary

Ask specific questions regarding presentation.

VII. Application

A. Give students the following case problem; see attachment titled:
   1. "Prepare for the day"
   2. Give students a list of distributive occupations. Have students select three occupations and describe appropriate dress for each. For each occupation explain why this dress would be appropriate.

VIII. Final summary

Have students complete another Good Grooming self-inventory and compare it to their original. Poll students to find out if there were any changes.

"PREPARE FOR THE DAY"

Sam Cohn and Donald Huff worked in the same office. Both were good workers and were looking forward to being sent out on the road to sell the products of the company. It was a big moment when they received a notice to report the following morning to the sales manager's office for an interview. Sam looked over his clothing that night and saw that everything was clean and well pressed. Donald was going out and did not have time to see his clothes. The next morning he overslept and had to rush to be on time for his appointment. On his way to the office he noticed that his shoes were in need of polishing and that he had on the same shirt he had worn yesterday. He felt, however, that he would pass inspection. He was interviewed first, and the sales manager missed no detail of his grooming. Sam was interviewed next, and he received the promotion.

1. Do you think it was fair to judge Donald solely on his appearance?
2. Would Donald's attitude toward his appearance be indicative of his attitude toward his work?
3. What effect might Donald's appearance have had on his attitude during the interview?

UNIT II-B-4: SELF AWARENESS
Lesson 15: Handout

DRESS THE PART

Always try to dress as well as act the part - whatever that part might be. Here are some basic rules to help you in your fashion selection.

Vertical lines add height to the figure or build.

Horizontal lines add width.

Diagonal lines add interest

Asymmetrical lines disguise figure faults.

Princess lines add fullness and figure lines.

Curved lines add fullness.

Rules for sitting

Approach (two types)

1. T. approach (from the front)
2. S. approach (from the side)

If you are wearing a skirt: both hands slightly behind and below buttocks (palms face the body) pull the skirt outward and upward to avoid wrinkles.

If you are wearing pants: raise the pant legs, by grasping the leg tops as you sit, just above the knees.

Hands: should be
1) quiet
2) fingers relaxed
3) strive for length rather than width
4) appear more at ease when they are placed to one side of the lap

Basic rules:
1) keep feet close together
2) keep knees together
3) never put feet under the chair
4) keep the soles of your shoes on the floor

Rules for standing

Basic stance for a short period of time.

Pedestal stance for a length of time.

HANDOUT (cont.)

Rules for standing (cont.)

Hands
1) fingers relaxed
2) at an angle from the wrist
3) should be seen in profile
4) don't let hands hang like dead weight
5) don't fidget
6) don't hold hands interlocked at the waist
7) don't fold arms across the chest

Posture

1) weight on the rear foot
2) shoulders in line with hips
3) abdomen pulled flat
4) chin up (look at people face to face)

Smoking (if you must)

1) Never hold a cigarette in the mouth without the fingers assisting.
2) Hold the cigarette in the hand as you strike the match and then place it between the lips for lighting.
3) If assistance is offered for lighting the cigarette - lean toward the light.
4) Hold the cigarette as close to the ends of the fingers as possible.
5) Hold the lighted end of the cigarette toward the ceiling so that smoke does not curl through the fingers.
6) Never blow smoke through the nostrils.
7) Do not flick the ashes from the cigarette, roll them off.
8) To put the cigarette out, roll it in the ash tray until there is no longer any smoke.
9) Do not light a cigarette at the dinner table until dessert has been served.
10) Do not light a cigarette without asking permission of others.
11) Most of all be considerate, remember, you are a:

L	Love
E	Enthusiasm
A	Ability
D	Dependability
E	Efficiency
R	Responsibility

UNIT II-B-5: SELF AWARENESS
Lesson 16: Human relations

I. Behavioral objectives

A. To give a discussion period that will enable the student to understand and define human relations.
B. To give a discussion period that will enable the student to list two important keys to understanding others and explain them.

II. Apperceptive base

Have any of you seriously thought of living on an island all by yourself? How many of you do you think will truly end up living like this?

III. Motivational approach

Because no one will probably end up living completely alone, we will be spending time learning how to get along with others. This is human relations.

IV. Aim

Learn the meaning of human relations.

V. Presentation

Human relations - ability to get along with others. Everyone is different from everyone else. But most people have the same basic ingredients. Mixing up the ingredients is what makes everyone an individual. Almost everyone has two arms, two legs, one mouth, etc., but someone may have long legs, someone else has short arms, and someone else blonde hair instead of black hair.

Just as a person's physical appearance is made up of the same basic ingredients, so is each person's personality. When you learn about yourself, you learn something about others as well. People basically want and need the same things -- to:

A. Stay alive
B. Be free of fear and anxiety
C. Be loved
D. Be respected
E. Realize their potential

VI. Medial summary

Name three basic wants and needs.

VII. Presentation

Knowing that everyone has these needs will help you to have good human relations. The more you know about people, the better you can get along with them. If you have no idea of what makes up another person's needs, you cannot relate well.

VIII. Medial summary

How can you get along better with people? (Knowing more about them.)

IX. Presentation

A. No two people are alike - knowing this will help you not to make the mistake of treating everyone in the same way.
B. Everybody likes to feel like "a somebody." No one likes it when somebody shows that (s)he does not respect them. Lack of respect makes a person feel like "a nobody."

Have any of the following ever happened to you?
1. A classmate laughed when you asked what they considered to be a "silly" question.
2. A salesperson ignored you but took care of a customer who came in after you did.
3. Someone with authority ordered you to do something in a harsh tone of voice.

Did you feel uncomfortable? Like "a nobody"? Unless you want to annoy people, try to respect their right to be different.

X. Medial summary

What are two things to remember when you want to practice good human relations? (No. 1. No two people are alike. No. 2. Everybody likes to feel like "a somebody.")

XI. Presentation

Use audio-visual aid:
"Interdependent Relationships" (P-659)
16 mm. / 28 min.
Association Films Inc.
600 Grand Ave., Ridgefield, N.J. 07657

XII. Medial summary

Ask questions relating to the film.

XIII. Application

Distribute (or have student read) handout.
Have a class discussion on problem.

XIV. Final summary

Have students write or explain definition of human relations.
Ask them to give two keys to remember in order to understand others.

HUMAN RELATIONS HANDOUT

Walter worked in one division of a large company. His good friend Louise worked in another division. Walter received a promotion and was transferred into Louise's division. Louise had the senior position, and part of Walter's new job was to assist her.

Walter looked forward to working with his friend. But things did not go well. Although there was plenty of work, Louise tried to do it all. She worked during breaks and lunch hours, and she stayed late. She did not give Walter much to do. That made him uncomfortable. Sometimes when Louise was out of the office, the boss gave Walter some work. When Louise learned this, she acted angry and did not talk to Walter for a while.

Walter was bothered by his friend's odd behavior, and he thought of asking for another transfer. But he stayed, and slowly he began to see what the problem was. Louise had not outside interests. Her job was her whole life. As a result, she felt threatened when someone helped her with her work.

UNIT II-B-5: SELF AWARENESS
Lesson 17: Human relations

I. Behavioral objective

Given a discussion period, the student will list four important keys to understanding others.

II. Apperceptive base

What is human relations? What are the two things to remember when you want to practice good human relations?

III. Motivational approach

Relate story about human relations.
e.g., Jeff is a traffic clerk for a large company. Monica is the manager. Usually she is fair and pleasant. Lately she is edgy and angry. Monica has been shouting at Jeff for no real reason. She criticized Jeff for being slow even though he wasn't. Jeff started to get self-conscious and began to think he was no good at this job. Then Jeff learned Monica's son was very sick. Jeff realized that Monica was a mother as well as a manager. He knew then that she was worried about her son. Jeff tried to be understanding. When Monica's son got well, she was her old self again. She even showed her appreciation by telling the boss how helpful Jeff had been.

IV. Aim

To learn how to understand others.

V. Presentation

A. Consider the whole person - people are not just bosses, teachers, parents, brothers, sisters or co-workers. They are many other things also.
B. People act as they do because of needs. It is not always easy to figure out what is motivating someone. Often it is impossible. But if you can determine what motivates a person you can use this information to understand others, therefore having good human relations.

VI. Medial summary

What are two things to remember when you want to practice good human relations? (1. Consider the whole person. 2) People act as they do because of needs.)

VII. Application

Distribute (or have a student read) handout; then have a class discussion on problem.

VIII. Final summary

Ask students to list the four keys to remember in order to understand others.

HUMAN RELATIONS HANDOUTS

1. Bill did not intend to seem rude. He just did not see any reason to be friendly with his boss, Ms. Rowbotham. After all, the boss *was* somebody. She did not need to be reminded of that by the newest employee. He was also a little in awe of her.

One day Ms. Rowbotham joined Bill and some other workers during a coffe break. When she started to tell a joke, Bill got up to get another soda. He just walked away. He didn't think he was being rude. He told himself that someone as important as Ms. Rowbotham would not even notice that he had left.

But Ms. Rowbotham *did* notice it. She said nothing about it, of course, but she wondered why Bill was so rude to her.

Fortunately for Bill, an older worker, Olivia, talked to him.

"Ms. Rowbotham's a good person," Olivia told him. "You ought to try to get to know her. It seems that every time she comes around you either move or clam up. She's going to think you don't like her."

"She's the boss," Bill said. "What does she care about what I think?

Betty and Alice were salespeople in a large department store. When there was no work to do, they would chat for a while. Unfortunately, Alice often bragged: She did the best, she had the best, she was the best - on and on and on.

This can be very annoying. But Betty was wise and had a good sense of human relations. She reasoned that Alice needed recognition and approval. So Betty went out of her way to say something nice to Alice near the start of each day. By doing this, she helped to satisfy Alice's need for approval. As a result, Alice did not feel the need to brag so much, and Betty solved her human relations problem.

UNIT II-B-5: SELF AWARENESS
Lesson 18: Human relations

I. Behavioral objective

Given a project, the student will be able to compare how a person's attitude can either improve or harm human relations.

II. Apperceptive base

Ask students to define human relations.

III. Motivational approach

Last summer I went to the shore and got my first experience at fishing. The first day we rented a boat and I just knew I wasn't going to catch any fish. What a bad negative attitude. Sure enough, when the day was over I was lucky to have my bait left. The next morning when I woke up it was time to try again. It was a beautiful morning. I was sure I'd catch a lot of fish. Well, by 5:00 that day I had caught my first 12 flounder. What a difference a positive attitude makes!

IV. Aim

Learn how attitudes can affect human relations.

V. Presentation

Approaching a problem in a negative, abrasive manner can lead to a terrible result.
If the same problem is handled with a positive attitude, the end results are usually much more pleasing for both groups concerned.

VI. Medial summary

What are usually the results if you use a negative approach to a problem?
What are the results if you use a positive approach?

VII. Application

Give students handout. Role-play the situations. Discuss.

VIII. Final summary

Ask questions relating to presentation and role-played situations.

HUMAN RELATIONS HANDOUT

Your goal in this project is to see how a person's attitude can either improve or harm human relations.

With your classmates, role-play the three situations below. Those who play the roles can decide what attitudes to reflect and then act them out. Those who observe the role-playing will evaluate, in the space provided below, whether the two individuals showed positive or negative attitudes and whether their human-relations skills helped to solve the problem. Use the following questions to evaluate each situation: What attitudes did the different people display? Could the situation have been handled better? In what way could either one have acted differently? Was the problem solved? Were the human relations employed good, or poor? The situations are given below.

a. A new, young supervisor must tell an employee who has been with the firm a long time that her or his work has been dropping below standard lately.

b. Two brothers are together in a rather small office. One likes to smoke, and the other is bothered by smoke.

c. A typist in an office pool feels he or she is doing most of the difficult work and has decided to talk to the office manager about it.

UNIT II-C-1: SELF AWARENESS
Lesson 19: Personality traits and aptitudes

I. Behavioral objective

To give a discussion period that will enable the student to identify five personality traits and two aptitudes they possess.

II. Apperceptive base

What's our definition of personality?

III. Motivational approach

Who likes math? Who is good in math? Who likes language? Who is good in Spanish, French, etc.? Do the people who do well in math like it? Why?

IV. Aim

To learn about personality traits and aptitudes.

V. Presentation

Specific material

A. Aptitude - seemingly natural tendency to do well in an area; ability to learn, it is not a skill or an ability but makes it easier to acquire a skill or ability. You might have an aptitude in sports, writing, music, etc.

VI. Medial summary

What is an aptitude?

VII. Presentation

B. Trait - a distinguishing mark or characteristic of one's personality. Although some traits seem to be built-in parts of the self, many are habits that have been learned and developed over a period of several years. (Habit: any behavior a person learns and then shows consistently and automatically.) Examples: independence, patience, sense of humor.

VIII. Medial summary

What is a trait?

IX. Application

Give students handout on traits. Discuss with students individually.

X. Final summary

Discuss difference between traits, aptitudes and habits.

HANDOUT ON TRAITS

Explore your five main traits and your two main habits so that you may know your self. There are no right or wrong answers for this exercise.

In the left column below, list your five main traits. Then decide whether the trait pleases or displeases you, whether you think you can or cannot change the trait, whether the trait is helpful to you or not, how the trait affects your dealings with other people, and how the trait might affect a career choice. Put your answers in the appropriate columns.

Trait	Pleases or displeases	Can or cannot change	Helpful or not helpful	Effect on other people	Effect on career chioce
a.					
b.					
c.					
d.					
e.					

In the left column below, list your two main habits. Then decide whether the habit pleases or displeases you, whether you think you can or cannot change the habit, whether the habit is helpful to you or not, how the habit affects your dealings with other people, and how the habit might affect a career choice. Put your answers in the appropriate column.

Habit	Pleases or displeases	Can or cannot change	Helpful or not helpful	Effect on other people	Effect on career choice
a.					
b.					

UNIT II-C-2: SELF AWARENESS
Lesson 20: Personality traits and aptitudes

I. Behavioral objective

To present an illustrative activity so that the student will identify a minimum of ten personality traits.

II. Apperceptive base

What's one personality trait that you possess? Does anyone have an aptitude for music?

III. Motivational approach

Tell students they will complete a group activity and the group that does the best (highest number of correct answers) will receive a reward.
(Five points on next quiz grade, extra credit, candy bar from store, DE pencil, etc.)

IV. Aim

To learn about personality traits.

V. Presentation

Specific material
Make a list of several favorable personality traits and personality handicaps.

VI. Medial summary

Have students list several traits in each area.

VII. Application

A. Separate students into groups. Give them ten minutes in which to list as many favorable and unfavorable traits as they can think of. Afterwards list them all on the board. Congratulate the winning group.
B. (Probably next day) Give students handout on Personality Traits. Have them work individually.

VIII. Final summary

Discuss personality traits as a group.

PERSONALITY TRAITS HANDOUT

1. Explore your self by doing the six-place personal inventory scale below. A statement that might describe you is given in the left column. The opposite of the statement that might desctibe you is given in the right column. Consider the places closest to each statement to mean always. The second closest places mean usually, and the next closes place means at least a little more than the opposite. Put a check mark in the place between the opposing statements that best describes you on the six-place scale.

a.	I'm very frank in expressing my thoughts, opinions and feelings.	_ _ _ _ _ _	I'm secretive about myself and keep my thoughts and opinions to myself.
b.	I'm patient and willing to wait for the proper time for action.	_ _ _ _ _ _	I'm impatient and hasty and want action right away.
c.	I'm prompt.	_ _ _ _ _ _	I'm slow and usually late.
d.	Values and principles make a difference in my life.	_ _ _ _ _ _	Values and principles don't seem to matter much.
e.	I'm reliable and dependable.	_ _ _ _ _ _	I'm unreliable and undependable.
f.	I consider other people's feelings.	_ _ _ _ _ _	I do not consider other people's feelings.
g.	I'm self-confident and like myself.	_ _ _ _ _ _	I'm always on the defensive and often wonder if the other person isn't right.
h.	I'm understanding of others and listen carefully to their views.	_ _ _ _ _ _	I'm concerned with understanding myself and don't have time to listen to others.
i.	When I start a task I have to finish it, no matter what.	_ _ _ _ _ _	I get discouraged and I give up easily.
j.	I'm responsible and willing to do what I have to do.	_ _ _ _ _ _	I don't want to get involved.
k.	I'm generous.	_ _ _ _ _ _	I'm stingy.
l.	I'm friendly and meet people easily.	_ _ _ _ _ _	I'm shy and appear unfriendly.

PERSONALITY TRAITS HANDOUT (cont.)

m.	I'm cheerful and look on the bright side.	_ _ _ _ _ _	I'm gloomy and see the dark side.
n.	I'm adventurous.	_ _ _ _ _ _	I', cautious.
o.	I like to do things on the spur of the moment.	_ _ _ _ _ _	I like to plan well in advance before taking action.
p.	I'm curious and always want to know why things happen.	_ _ _ _ _ _	Things just happen and I accept that.
q.	I'm ambitious and want to get ahead.	_ _ _ _ _ _	I take what comes to me and am satisfied.
r.	I believe in working hard to get what I want.	_ _ _ _ _ _	I just do what they tell me on my job.
s.	I'm many-sided and can deal with almost any situation.	_ _ _ _ _ _	I lack many abilities, so I don't try many new situations.
t.	I'm courageous.	_ _ _ _ _ _	I'm timid and often fearful.
u.	I have lots of energy and I'm up and doing.	_ _ _ _ _ _	I lack energy and operate on a low key.
v.	I'm sympathetic and a warm person.	_ _ _ _ _ _	I'm cool and don't get involved.
w.	I'm concerned but relaxed about most things.	_ _ _ _ _ _	I'm anxious and most things disturb me.
x.	I'm able to accept help from others.	_ _ _ _ _ _	It is difficult for me to accept help.
y.	I know what to do or say in handling delicate situations.	_ _ _ _ _ _	I don't know what to do or say in delicate situations.
z.	I try to influence people to think and act my way.	_ _ _ _ _ _	I can't influence anybody.
aa.	I'm usually decisive.	_ _ _ _ _ _	I tend to hem and haw and let things take care of themselves.

PERSONALITY TRAITS HANDOUT (cont.)

bb.	I show enthusiasm for things I do.	_ _ _ _ _ _	I'm quiet and don't show what I feel.
cc.	I have a good sense of humor and can even laugh at myself.	_ _ _ _ _ _	I don't see much humor in anything.
dd.	I'm not easily irritated.	_ _ _ _ _ _	Little things bother me.
ee.	I look at the bright side and have hope.	_ _ _ _ _ _	I don't look at the bright side and have little hope.

2. Look at the items you checked next to either statement on this scale. Do they seem to be consistent? Do they seem to form a pattern? If there is no pattern, then include checked items from the next columns and see if a pattern begins to develop. What do you see?

3. Did you check mostly near the center of the scale? What do you think this means?

4. Did you check mostly near the one or the other end of the scale? What do you think this means?

UNIT II-C-1: SELF AWARENESS
Lesson 21: Personality traits - favorable

I. Behavioral objective

Given a personality inventory the students will honestly grade themselves in each category.

II. Apperceptive base

List several personality traits.

III. Motivational approach

Today I want you to discover more about yourselves and your personality traits.

IV. Aim

To learn about your favorable personality traits.

V. Presentation

Define words in personality inventory

(a) alert
(b) cheerful/friendly
(c) cooperative
(d) courteous
(e) dependable
(f) enthusiastic
(g) honest
(h) initiative/ambitious
(i) loyal
(j) neat
(k) patient/tolerant
(l) poise
(m) sense of humor
(n) sincere
(o) sound mental health
(p) tact and diplomacy
(q) good memory

Give examples for each.
Give students role-play situations to act out where they can emphasize and portray each specific trait.

VI. Medial summary

Ask questions relating to presentation.

VII. Application

A. Give students Personality Inventory. Instruct them to be honest; their grade does not depend on how many A's or B's they have, but on the honesty with which they undertook this assignment.
B. Give students handouts to answer individually, or as a group.

VIII. Final summary

Review and discuss the lesson of the day.

PERSONALITY INVENTORY

Here are twenty traits without which, though you may have ability, brains, skill and information, you can hardly expect to succeed in competition with other people. Read over each statement carefully, and then rate yourself as follows on each:

A - Excellent B - Good C - Fair or average D - Poor

____ 1. CHEERFUL/FRIENDLY: smiles a great deal. Gets along with people.

____ 2. IS COURTEOUS: is considerate of other people; gives extra service, says "please" and "thank you."

____ 3. IS COOPERATIVE: helps fellow workers and customers, is willing to assume responsibility, works for the organization.

____ 4. SHOWS INITIATIVE: makes best use of time, thinks up new ideas, makes suggestions for improvement.

____ 5. IS AMBITIOUS: wants the business to succeed, wants to see others succeed, is a "doer" and not a "dreamer."

____ 6. IS TACTFUL: says the right thing at the right time, does not argue, makes the other fellow feel he is doing things his way.

____ 7. IS ENTHUSIASTIC: is not afraid of hard work, likes people, does his job as if he owned the business.

____ 8. IS CONSIDERATE: makes an effort to see the other fellow's point of view, is always on the alert to help others.

____ 9. IS ORDERLY AND NEAT: systematizes his/her work, keeps things in their proper place, is a clean storekeeper, has a clean appearance.

____10. IS HONEST: is held in highest confidence, takes responsibility for his own errors, avoids temptation, bad companions, and bad personal habits.

____11. IS DEPENDABLE: is always on the job, observes company policies and procedures, does what he is told to do.

____12. HAS SELF-CONFIDENCE: believes he can and will succeed; does not "know it all," never alibis.

____13. IS LOYAL: believes in the company for which he works, believes that people who are qualified will be advanced, observes company policies.

____14. HAS SOUND MENTAL HEALTH: knows what he is doing, knows his facts, makes an effort to learn new methods.

PERSONALITY INVENTORY (cont.)

____15. IS ADAPTABLE: makes adjustments easily, welcomes changes, judges new ideas on merits rather than by prejudice.

____16. HAS A GOOD MEMORY: remembers and can associate names and faces; discards nonessentials.

____17. USES JUDGEMENT: bases judgement on facts, makes decisions on merit, is noted for sound judgement.

____18. HAS PATIENCE: does not lose patience easily, tries again and again and is not easily discouraged.

____19. IS ALERT: "On the ball." "with it," very observant, wide awake.

____20. HAS POISE: has control during trying situations; not easily shaken or shattered.

____21. HAS A SENSE OF HUMOR: able to laugh at appropriate times, not uptight, can take a joke.

____22. IS SINCERE: frank, honest, genuine, without pretense, real.

CHEERFULNESS

1. Why is it important to be cheerful in business? ____________________

2. In your opinion, what is the difference between a cheerful and a happy-go-lucky person?

3. Could a person with a sense of humor still be a serious worker? Explain.

4. Cheerfulness is not something we are born with; it can be developed. Give an illustration from your business experience of when it was difficult to remain cheerful.

5. Discuss the statement: "An optimistic outlook encourages new ideas."

COURTESY AND TACT

1. Courtesy is defined as politeness. Why is it important to be courteous in business?

2. Give a recent example of courtesy at your training station.

3. "Tact" is defined as using consideration and selecting proper words for expression in a specific situation. What is the difference between a courteous person and a tactful one?

4. Why is it important to develop tact in business?

5. Show how you were not only polite but used tact recently at your training station.

HONESTY

1. Why is "honesty the best policy"? ______________________________

2. Discuss at least three of the following. Honesty at the training station means:

   a. Being honest with money.
   b. Caring properly for the merchandise.
   c. Being honest with business equipment and supplies.
   d. Being honest with time.
   e. Being truthful with the employer.
   f. Avoiding misrepresentations of merchandise to customers.
   g. Being considerate of fellow workers.
   h. Other examples: __________________________
   i. ____

1. ______________________________

2. ______________________________

3. ______________________________

4. It is important to be honest with ourselves and to realize:

   a. Work may not always be agreeable, but even disagreeable or routine work has a purpose. Give an example of a task you finished, although you would have preferred doing something else.

   b. A task that has been taken on should be seen through to completion.

      (1) list some ideas on how you can organize some of your training station responsibilities so that the most pressing duties may be completed first.

(cont.)

(1) Cont.

____

____

____

(2) Deadlines are important at the training station and should be met because:

____

____

____

____

(3) We are judged by our sustained efforts, not by our monetary bursts of energy. Give an illustration from your business experience.

____

____

____

____

____

____

____

LOYALTY

1. Define loyalty. ______________________________

2. Why is loyalty important in business? ______________________________

   a. What is your attitude towards those who criticize your employer or fellow employees? ______________________________

   b. When employed we are exposed to the following confidencial information concerning:

      (1) Sources of merchandise and prices.
      (2) Salaries and advancements.
      (3) Sales, profits, and other financial information.
      (4) Personnel problems.
      (5) Information regarding customers.
      (5) List other types of information you may think of:

         (a) ______________________________
         (b) ______________________________

3. Keeping matters confidential requires discretion, resourcefulness, and tact. Why shouldn't you gossip about any of the confidential business information which you may know?

4. Give an example from your training station when an employee's influence increased as his supervisor came to respect him.

5. Of what value is it to you to defend your employer and his politics?

TOLERANCE, GENEROSITY, AND THE ABILITY TO LISTEN

1. Tolerance implies the ability to put oneself in the other person's place. A tolerant person recognizes that other people have a right to their beliefs. He/she also learns to understand other's views without necessarily agreeing with them. He is willing to withhold judgement until he knows all of the facts.

   a. Give an example of when you were tolerant towards another person's views or actions.

   b. What is the difference between a tolerant person and an indecisive or "wishy-washy" one?

   c. Give an example of when you held your own when a principle for which you stood was at stake.

   d. How and when would a tolerant person give criticism?

2. A tolerant person is generous in using his energy to help others. Give an example of when you used your energy to help others without expecting a reward.

3. A tolerant person is a good listener, and a good listener listens with a purpose.

   a. Give an example of when you listened with a purpose to your employer or job sponsor to carry out an assignment with greater skill.

(cont.)

a. (answer)

b. Cite an instance when you listened to fellow workers or to a customer in order to be more efficient in completing your responsibilities.

c. Give an example of when you listened with a purpose to someone from whom you could learn.

4. What is the difference between "polishing the apple" and giving encouragement?

5. Show how you gave encouragement recently to one of the following people: (a) customer, (b) employer, (c) co-worker. What did you say or do and why?

6. What effect might playing jokes, being sarcastic, or bearing tales have upon one's career?

ATTITUDES TOWARDS ERRORS AND CRITICISM

1. Everyone makes mistakes, especially when starting a new job. We learn when we can profit by our mistakes. Recall an instance when you learned from a mistake at work.

2. Think about an instance when you did not begin a task or an assignment because you might have been afraid of making a mistake.

3. "Passing the buck" when a mistake is made is the easy way out, but it results in loss of self-respect. Describe how a DE student might feel in such a situation.

4. It takes real character to admit to ourselves as well as to others when we have made a mistake. Give an incident from your own experience.

UNIT II-C-2: SELF AWARENESS
Lesson 22: Personality traits: handicaps

I. Behavioral objectives

To give an oral question period that will enable the student to recognize and define a list of personality handicaps.

II. Apperceptive base

Yesterday we discussed many of the good personality traits - let's name a few.

III. Motivational approach

Today we are going to begin to discuss many of the possible personality handicaps we may all possess. We all have some "bad" in us - some of us are great at giving excuses, others may be the most conceited person we know. I want you to know what some of your handicaps are so you can either improve, or deal with them accordingly.

IV. Aim

To learn about personality handicaps.

V. Presentation

Define personality handicaps.
(a) conceit - vain, exaggerated self-esteem (thinks he/she is all "it")
(b) dishonesty - untrustworthy, lacking honesty
(c) disloyalty - faithlessness, falseness to duty
(d) envy - discontent because of the possessions or good fortune of others.
(e) giving excuses - apology for your actions
(f) ignorance - state of being without knowledge
(g) intolerance - impatience - narrowmindedness with regard to the opinions of others
(h) jealousy - envy, suspicion
(i) laziness - act of being disinclined to work
(j) narrowmindedness - having set opinions, resistence to see another's point of view
(k) pessimism - tendency to see the bad side of things
(l) prejudice - bias, premature judgement
(m) procrastination - to put off action, delay
(n) quitter - one who does not finish
(o) sensitiveness - an act of being easily affected
(p) superstition - a belief in supernatural things

VI. Medial summary

Ask students to define several handicaps. Give students a few minutes to study terms and their definitions.

VII. Application

List each student's name on the board. Ask one student to keep score. List the terms on the board. The teacher begins by calling on one student and asking the student to define one handicap. If the student cannot define the term the teacher asks for a volunteer. If the volunteer defines the term to the teacher's satisfaction, that student receives one point. It is now that students turn to select a term and call on someone. If that person cannot define it the student can either (1) define it and receive another point or (2) call a volunteer. Whoever correctly defines the handicap (1) receives one point and (2) decides the hext handicap to be defined. Whoever has the most number of points at the end of the period wins! (If necessary for motivation purposes teacher can offer token reward.)

Note: Set time limit before you begin or students will want to compete "just one more time," to try and get even.

VIII. Final summary

Review the day's lesson - have students give a general observation as to what personality handicaps have in common.

UNIT II-D: SELF AWARENESS
Lesson 23: Developing a good personality

I. Behavioral objective

To give a list of factors that help to develop a good personality so that the student will understand and identify the specific ways to develop his/her own best personality.

II. Apperceptive base

Let's review our definition of personality (the total qualities and characteristics of a person, as expressed in language, manners, clothing, ways of speaking, interest, attitudes, and other reactions to the social environment).

III. Motivational approach

You're eating at a Chinese restaurang with your friends. You finish the dinner and the waiter brings tea and a fortune cookie. Everybody at the table agrees that whatever the fortune cookie says is the truth! You open yours last. Very slowly you unfurl the white paper. It reads: "You must work on your personality." What does it mean? You feel awkward, but are determined to "work on your personality."

IV. Aim

To learn how to develop a good personality.

V. Presentation

Developing a good personality

1. At home
    - (a) respect parents
    - (b) respect rights of other members of the family
    - (c) assume responsibilities
    - (d) develop a good (positive) attitude
    - (e) be polite
2. At school
    - (a) make friends
    - (b) develop admiration for admirable people
    - (c) learn to praise
    - (d) keep clean - dress neatly
    - (e) respect rights of others
    - (f) avoid intolerance and profanity
3. At work
    - (a) avoid gossiping
    - (b) have patience
    - (c) develop friendly position
    - (d) be optimistic
    - (e) be sociable
    - (f) adjust to environment
    - (g) avoid suspiciousness
    - (h) avoid being overly sensitive

VI. Medial summary

Ask questions pertinent to each one of the parts of your presentation.

1. What are two ways you can develop a good personality at home?
2. What are two ways you can develop a good personality at school?
3. What are two ways you can develop a good personality at work?

VII. Application

Break students into three or six groups. (One or two groups for each area; at home, at school, at work.)

Have students list as many ways as possible (set a given time limit) how they can show, for example, respect for parents.

VIII. Final summary

Review each group's suggestions with the class. Have class members comment on the practicality of each suggestion.

UNIT II-D: SELF AWARENESS
Lesson 24: Developing a good personality

I. Behavioral objective

To present the student with a personality chart, so that he/she will honestly complete it, comparing it to the other handouts used throughout the self-awareness unit, and note any changes that may have occurred.

II. Apperceptive base

1. Why should all people analyze their personality traits from time to time?
2. Why should a boss at a job understand personality traits?

III. Motivational approach

You have come home after the Chinese meal and read your fortune once again. Before you can "work on your personality" you must find out what type of personality you have. You search and search and find a "Personality Chart."

IV. Aim

Review your personality.

V. Presentation

It is important to consider your personality when you make a career choice.

As we discuss specific occupations you should constantly compare what you have learned about yourself (your traits and interests) to all of the occupations that interest you.

VI. Medial summary

What is one of the most important considerations to make when you are choosing a career?

VII. Application

Give students "My Personality" handout to complete individually.

VIII. Final summary

Review personality and its importance when making a career choice.

MY PERSONALITY

For each of the items listed below, check the column which, in your opinion, decribes you most accurately.

	Never or poor	Seldom or fair	Often or good	Always or excellent
A. APPEARANCE and HEALTH				
1. Health				
2. Posture				
3. Complexion				
4. Facial expression				
5. Grooming				
B. MANNERS				
1. Practice of rules of etiquete				
2. Table and party manners				
C. EXPRESSION				
1. Voice quality				
2. Correctness of English usage				
3. Pronunciation and enunciation				
4. Conversational ability				
D. PERSONAL TRAITS				
1. Industrious				
2. Emotionally stable				
3. Cooperative				
4. Honest				
5. Punctual				
6. Persevering				
7. Sincere				
8. Cheerful				
9. Poised				
10. Patient				
11. Enterprising				

	Never or poor	Seldom or fair	Often or good	Always or excellent
12. Loyal				
13. Dependable				
14. Witty				
15. Tactful				
16. Friendly				
17. Sportsmanlike				
18. Self-reliant				
19. Creative				
20. Unselfish				

What strengths and weaknesses might affect your choice of vocation? What weaknesses might endanger your chance for success?

UNIT II: SELF AWARENESS
Lesson: Introduction to MADE: Careers

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UNIT III-A-1: TRAVELS OF AN ORANGE
Lesson 1: Products

I. Behavioral objective

To hold a discussion period so that students will define the meaning of a product and write down 26 different products, to the teacher's satisfaction.

II. Apperceptive base (recall)

"How many of you have bought something recently?"
(Here list the articles on the board)
1. watch
2. bike
3. soda
4. baseball
These things that we buy from stores are called products.

III. Motivational approach

There are many, many different items we can buy. Since a store has many job openings for high school students, it is a good idea to know of many different things sold in a store.

IV. Aim

Write on board: To learn to answer the question: "What is a product?"

V. Presentation

Specific presentation
1. Write definition of a product on board
2. Ask students to name five different products and write them on the board.

VI. Medial summary

Erase the board and ask students to explain the meaning of product.

VII. Application

Each student will go through the alphabet and write down a product for each letter in the alphabet.

VIII. Final summary

Wrap up the lesson. Summarize what the definition of product is and name five products.

UNIT III-A-2: TRAVELS OF AN ORANGE
Lesson 2: The manufacturer

I. Behavioral objectives

A. To give a discussion period that will enable the student to write the names of five different manufacturers.
B. Given four products, students will list the product and its manufacturer in separate columns.

II. Apperceptive base

"We have just looked at different things sold in a store. What are these items sold in a store called?" (Have students go over their listings of different products with different letters of the alphabet.) "Today we will look at where these products come from and who makes them."

III. Motivational approach

"While traveling in a car we all have seen smoke coming from factory buildings or heard loud noises coming from within. Chances are you were seeing and hearing the operations of products being made. Why is it important that these places make products?"

IV. Aim

To learn the meaning of the term manufacturer and what products different manufacturers make.

V. Presentation

A. Ask students what they think a manufacturer does. Try to get from them a simple definition - "A manufacturer is someone who makes things."
B. Another word for manufacturer is producer.

VI. Medial summary

Erase board and ask students to give another word for manufacturer.

V. Presentation (cont.)

Ask students to list as many manufacturers as they can think of. To get this started, ask students to look at the clothes they are wearing to get manufacturer's names.
1. Jordache jeans
2. Arrow shirts
3. Jonathan Logan Dresses

VI. Medial summary

Ask students to write five different manufacturer's names.

VII. Application

(Note: This will tie in the last two lesson plans)
Products and manufacturers.

Students will be handed four different products (cereal boxes, condiments, gum, soda, socks, books, etc.).

A. Students are then to make two different columns. One column will be labeled product and the other column will be labeled manufacturer

B. Students are to look at each product name and list it under the product column (i.e., soda, gum, etc.).

C. Students will then read the package of the product and write the name of the manufacturer under the manufacturer column (i.e., Coca-Cola, Beechnut, etc.).

VIII. Final summary

Ask students for another name (synonym) for a manufacturer and go over the columns they have written in class as a wrap-up of the day.

UNIT III-A-3: TRAVELS OF AN ORANGE
Lesson 3: The consumer

I. Behavioral objectives

1. Given a definition and discussion students will differentiate between a consumer and an ultimate consumer.
2. Given a column of manufacturers, students will list those manufacturers who are also consumers.
3. Students will identify three different things that they bought that made them ultimate consumers.

II. Apperceptive base (recall)

1. Ask students to name five different manufacturers. (Put on board.)
2. Ask students "Who buys the products that a manufacturer makes?" This is what we will look at today.

III. Motivational approach

If the manufacturer had nobody to sell his product to, he would go out of business. It is very important for the manufacturer to know who wants or needs his/her product. We shall call this person a consumer.

IV. Aim

To learn the meaning of consumer and differentiate between consumer and ultimate consumer.

V. Presentation

1. The manufacturer makes a product (draw a ribbon on the board)
2. Anybody that uses that product is called a consumer.
3. A consumer can be a person, a company or another manufacturer.
   (a) Draw a line from the ribbon on the board to a manufacturer of bonnets.
   (b) Note to the class that a manufacturer of bonnets buys the ribbon from another manufacturer. The bonnet manufacturer is now a consumer of ribbons.
4. The last person in the chain to buy a product and use it is called the ultimate consumer. If we walked into a hat shop and bought that bonnet, we would be an ultimate consumer.

VI. Medial summary

1. "John, can a manufacturer be a consumer? Why?"
2. "What is the meaning of consumer?"

VII. Application

1. Put the names of three products on the board.
   (a) buttons - company 'x'
   (b) tires - company 'y'
   (c) suger - company 'z'
2. Note that each of the above products is manufactured by company 'x', 'y' or 'z.'
3. Ask students to list as many consumers as they can think of that would buy buttons from Company 'x'
   (Many jacket and dress manufacturers would buy buttons from company 'x'; they would be called consumers.)
4. Do the same for (b) and (c) above.
5. Ask students who would be the ulatimate consumers of products made from the buttons, tires and sugar.
   Answer: the final users of the products.

VIII. Final summary

1. "How many of you have been ultimate consumers in the past week?"
   "What made you an ultimate consumer?"
   "Who can name two companies or stores that are consumers?"
2. Students will identify three times they became an ultimate consumer.
3. Students will take out yesterday's lesson, and list those manufacturers (they put in columns) who could be called consumers.

UNIT III-A-4: TRAVELS OF AN ORANGE
Lesson 4: Channels of distribution

I. Behavioral objectives

A. Given an illustrative activity, students will define "channels of distribution."

B. Given a discussion period students will be able to sketch and label the route area(s) from manufacturer to consumer, and identify the areas where channels of distribution would appear.

II. Apperceptive base (recall)

A. "Who in class was an ultimate consumer last night?"

B. "Who makes the products that the ultimate consumer buys?" (Look for manufacturer or producer here.)

C. (Teacher can write on board) "manufacturer" On the other side of the board draw a person and label "ultimate consumer."

D. Draw a long arrow from the 'Manufacturer' to the 'Ultimate consumer.'

III. Motivational approach

"For the next few weeks we will look at the movement of a product from the manufacturer to the ultimate consumer. This area (shade in blackboard) contains many exciting and well-paying jobs that you will be exposed to in this course. Many will interest you, some will not. Look carefully at all the areas we will be talking about in these channels of distribution."

IV. Aim

To understand the channels of distribution.

V. Presentation

A. "Every activity that takes place between the manufacturer and the consumer is known as channels of distribution." - definition

B. (Here is a good time to re-emphasize the shaded area on the board between manufacturer and ultimate consumer.)

VI. Medial summary

Erase definition of channels of distribution and ask a student to recite the definition.

VII. Application

Students will write the name of a manufacturer on one side of a piece of paper, draw a picture of themselves as the ultimate consumer and label the area in-between. (Should be labeled channels of distribution.)

VIII. Final summary

A. Students will review boardwork of Channels of Distribution.
B. Students will pick the three key words out of the definition of Channels of Distribution and say why they chose these words.

UNIT III-B-1: TRAVELS OF AN ORANGE
Lesson 5: The movement of an orange from producer to consumer (Manufactuer to marketing)

Note to the teacher:

As we enter the next group of lesson plans, it is advisable that the teacher utilize a bulletin board to show the travels of an orange through the Channels of Distribution.

I. Behavioral objective

Given an explanatory discussion, students will differentiate between manufacturing and distributive functions.

II. Apperceptive base

"What is the area between the manufacturer and the ultimate consumer?" Answer: Channels of Distribution.

III. Motivational approach

"During the next few weeks we will be looking at the travels of an orange from the manufacturer to the ultimate consumer. You'll find that an orange has a lot of traveling to do after it is picked and boxed, with many stopping points, before it gets on your kitchen table at home. By following the path this orange takes, you'll gain valuable insight into the many jobs waiting for you in the Field of Distribution."

IV. Aim

To distinguish, in writing, between manufacturing and marketing.

V. Presentation

Note to teacher: bulletin boards may be used to keep a running vocabulary.

A. Write Distribution on board.
B. Write next to Distribution the word Marketing
C. Explain that these two words can be used interchangeably.

VI. Medial summary

Ask students to join together the words that are similar in meaning.

1. Manufacturer
2. Marketing

1. Distribution
2. Producer

VII. Presentation

A. Put a picture of an orange tree on the board.
B. "This is where the orange is grown."

Ask students: "WHAT is done to this orange while it is grown?"
1. picked
2. cleaned
3. boxed

C. Point out that all of these things done to the orange are part of manufacturing (producing).

D. Ask somebody to pick up a "fake" telephone in class and you, the teacher, say "Mr. Farmer, I'd like to order from you 20,000 oranges." (Don't mention who is placing the order, this will be brought up later.)
Now! - The minute that order is placed, the distribution (marketing) process begins and the manufacturing (producing) process ends."

VIII. Medial summary

Ask a student to tell the class when the distribution process begins with an orange.

IX. Application

A. List five manufactured products on the board.

B. Students will write, for each product, when the manufacturing functions end and the distribution process begins.
Examples: (a) tires - when Ford orders tires from the manufacturer, distribution begins.
(b) when the tire manufacturer gets the order from Ford, the manufacturing phase ends.

X. Final summary

Ask students which is more important, the manufacturing of a product or the distribution (marketing) of a product.

UNIT III-B-4: TRAVELS OF AN ORANGE
Lesson 6: The wholesaler

Note: Teacher will explain to students that "ultimate consumer" will now be termed "consumer."

I. Behavioral objectives

A. Given a board presentation students will draw and identify the relationship of producer (manufacturer) to wholesaler (middleman).
B. Students will define wholesaler.

II. Apperceptive base

"What is the area between the manufacturer and consumer called?"
Answer: Channels of Distribution.

Today we will look at who ordered the oranges from the producer (manufacturer).

III. Motivational approach

"How many students have played football?"
(Draw on board a baseball diamond and stick figures as players.)
"Let's pretend that the batter hits a ball over the centerfielder's head and starts to run around the bases. The centerfielder finally gets to the ball. The crowd is screaming! Since the centerfielder is so far from home plate, he cannot possibly reach the catcher with the ball to tag out the runner trying for a home run. Instead, he throws the ball to a "middleman," who happens to be the shortstop. The shortstop then turns and fires the ball to the catcher and the batter is called out as he slides into home plate. Without the shortstop, the runner would have been safe, but with the middlemen, the play was executed smoothly and effectively. Today we will look at the "shortstop" in the Channels of Distribution. He is called the wholesale middleman.

IV. Aim

To learn the functions of a wholesaler-middleman.

V. Presentation

Boardwork and Bulletin Board work

A. Define wholesaler on the board
"All people that operate between the producer and consumer are middlemen."
B. The wholesaler ordered the oranges from the producer. He is a "middleman" between the producer and the consumer in the Channels of Distribution.

VI. Medial summary

Ask students to define wholesaler and give another word for wholesaler.

VII. Application

Ask students to sketch on a piece of paper the orange moving from the producer to the wholesaler (middleman).

VIII. Final summary

A. Students will complete bulletin board up until wholesaler.
B. Students will then explain why a shortstop is like a wholesaler middleman.

UNIT III-B-5: TRAVELS OF AN ORANGE
Lesson 7: The retailer

I. Behavioral objectives

A. To hold a discussion period so that students will be able to define retailer.
B. Students will sketch a mall and include the names of ten retail stores.

II. Apperceptive base

"Why did the wholesaler (middleman) buy the oranges from the producer?"
"Will he keep them or sell them to somebody?
Remember the shortstop; did he keep the ball when he got it from the centerfielder, or did he throw it to somebody else?"

III. Motivational approach

The person that the wholesaler sells the oranges to is very important to us in this class. Students can get many jobs in this field. This area is known as retailing. The wholesaler will sell the oranges to the retailer. In our story of the orange, the retailer is Shop-Rite. Shop-Rite will buy the oranges from the wholesaler.

IV. Aim

What is a retail store?

V. Presentation

A. Retail definition - "Any store that sells directly to a consumer is a Retail Store."
B. Here is a good time to show a film on retail stores. Teacher can take pictures of local store fronts in the neighborhood and use them as a slide presentation. This will enable the students to identify the lesson.

VI. Medial summary

Define Retail Store.

VII. Application

Each student will sketch a mall and label in that mall the names of ten different retail stores.

VIII. Final summary

"When the shortstop got the ball from the centerfielder, did he hold the ball? Does the wholesaler hold the oranges when he gets them from the producer?" - Get students to answer that the shortstop throws to the catcher and the wholesaler sells the oranges to the retailer.

UNIT III-B-5: TRAVELS OF AN ORANGE
Lesson 8: Buyer (in the retail set-up)

I. Behavioral objective

A. Students will identify three decisions the buyer must make when ordering merchandise.
B. Students will simulate buying items from a wholesaler.

II. Apperceptive base

A. "In our travels of an orange the wholesaler will sell the cranges to whom?" (Shop-Rite retailer.)
B. 1. How does the wholesaler know to send the oranges to Shop-Rite?
   2. How does the wholesaler know how many to send to Shop-Rite?
   3. What price will the wholesaler be charging Shop-Rite for the oranges?
C. These are all questions that will be answered when we cover the buyer.

III. Motivational approach

How many of you have bought something recently? (shirt)
A. "What price did you pay for the shirt? Did another store have the same shirt for a cheaper price?"
B. "If the shirt you wanted as a gift wasn't the right size and you ordered one, how long would you wait until it was delivered?" (Mention here wanting the shirt for a Christmas present.) "Would you still take it if it was delivered Jan. 5?"
C. "How would you be sure that that person you are buying the shirt for would like it?"

These are all decisions the buyer must make. A retailer buyer of a large store, or group of stores, (like Shop-Rite) must make purchases every day from producers and wholesalers. If he is a successful buyer, he will buy the correct items at the right price and have them delivered to the store at the right time.

IV. Aim

To understand the importance of a retail buyer.

V. Presentation

A. Class discussion, group work, bulletin boards, blackboard.
B. List three basic decisions a buyer must make (on the board). Try to get them from the student's experience as shoppers (see motivation story).
C. Give story of a buyer who calls many hat manufacturers to get the best price on orange hats for women.
D. The buyer bought 10 doz. orange hats from the manufacturer and had them delivered four weeks before easter (ask students why?).

E. The hats the buyer bought did not sell. No women liked the color, orange. What could the buyer have done, in advance, to find out if the women would buy the hats?

Note: It is up to the teacher's discretion whether or not to go into marketing research want slips, primary and secondary data, etc. to determine customer needs. Since this is an introduction-to Careers course, it may not be considered necessary.

VI. Medial summary

A. Why is it important for a buyer to buy products the customer will want to buy?
B. Why will a toy store buyer want toys shipped from the manufacturer in October or November?

VII. Application

A. Assign to each student, or let students select a product they have recently purchased in a store.
B. The student will be the buyer of that product for the store from which the product was purchased.
C. The student will tell:
    1. Why he should get the best price for the product he is buying for the store.
    2. Why he will want to know, beforehand, if customers will desire and buy the product.
    3. When he will want the product delivered to the store.

For 2. above, every student will go around students in class and ask them if they would buy his/her product, and if so, what color, or flavor, etc., they would prefer.

VIII. Final summary

A. Identify the three major buying decisions the buyer of Shop-Rite must make.
B. How would you find out if we could sell new sweatshirts in our school store?

UNIT III-B-6: TRAVELS OF AN ORANGE
Lesson 9: Chain stores and the warehouse
(in the retail set-up)

I. Behavioral objectives

A. Students will list three chain stores.
B. Students will sketch a warehouse and point arrows to different stores it services.

II. Apperceptive base

A. What are the three major decisions our buyer from Shop-Rite must make?
   1. Right price?
   2. Will customer buy product?
   3. Merchandise delivered at correct time?
B. Who does Shop-Rite buy the oranges from? (wholesaler)
C. What is another word for wholesaler? (middleman)

III. Motivational approach

A friend of mine, Ed, got a job at a Grand Union store. He told us all about it and we were very happy for him. One day we decided to visit him at his job. We went to the Grand Union store and he wasn't there. Nobody had even heard of him. Why was Ed telling us he worked at Grand Union!?
We finally discovered that Ed worked for Grand Union, but not at the local store. He worked at the Grand Union's regional warehouse. This is what we will study today.

IV. Aim

To learn about chain stores and the use of a warehouse.

V. Presentation

Relate to students that the warehouse is a central area where all goods that the buyer orders are sent. It is from the warehouse that goods are shipped to each individual chain store (sketch a diagram of a central warehouse servicing several chain stores).

VI. Medial summary

When a chain store buyer orders merchandise from a manufacturer, where does the manufacturer send the products? (To the warehouse of the chain store).

VII. Application

A. Each student will select a chain store - Grand Union, Pathmark, Shop-Rite.
B. The student will sketch a wholesaler sending a product to a warehouse. The sketch will then include the warehouse sending the product to each store.

VIII. Final summary

A. Put on bulletin board the orange leaving the wholesaler and being shipped to the Retail store.
B. "Who owns the warehouse?" (The retail chain)
C. List four chain stores that would have a warehouse.

UNIT III-B-7: TRAVELS OF AN ORANGE
Lesson 10: The beginning of RCM

Note: During the lessons on the Shop-Rite retail store, different entry level positions will be discussed briefly. The idea is to make students aware of these positions, and show the relationship each has with retailing operations. Later in this course there will be a more detailed description of each distributive career.

I. Behavioral objectives

A. Students will define the meaning of the letters RCM
   1. Receiving
   2. Checking
   3. Marking

B. Students will identify two important reasons for efficiency in the RCM phase of retailing.

II. Apperceptive base

A. When the buyer ordered the oranges from the wholesaler, where did the wholesaler ship the oranges? (Shop-Rite warehouse)

B. Where were the oranges sent after they had been delivered to the warehouse? (To Shop-Rite store)

C. We will now look at our orange as it arrives at the Shop-Rite store.

III. Motivational approach

"It's a hot June day. You are receiving clerk at Shop-Rite. Your supervisor has asked you to stack some cartons when all of a sudden you hear him shout to you and your fellow co-workers, "Okay, men, truck from the warehouse is coming in!" You drop what you're doing and prepare to receive the merchandise coming off the truck. Knowing that you must have the merchandise moved along to protect it against product spoiling, you move quickly. Since you've been a good worker your supervisor knows that he can count on you. If you don't do a good job, the beginning stage of RCM (Receiving) will cause a serious delay in moving the merchandise out to the selling floor.

IV. Aim

To learn the basics of RCM.

V. Presentation - Discussion

A. We will learn the activities that take place when a delivery of goods arrives at Shop-Rite.

B. It is essential that the products move into the selling floor.
   1. First the goods are Received - R
   2. Next, the goods are checked or counted and looked over for any damages - C
   3. Finally the prices are marked on the goods - M

VII. Application

The class will discuss and list various duties the Receiving, Checking and Marking areas perform.

Note: This application will be a brain-storming session as an introduction into tomorrow's lesson.

VIII. Final summary

A. Write the words that RCM stand for.
B. Why must a person who is involved in RCM be efficient?

UNIT III-B-7: TRAVELS OF AN ORANGE
Lesson 11: The receiving clerk

I. Behavioral objectives

A. Given a discussion period, students will identify the three duties of a Receiving Clerk.
B. Given an in-class assignment, students will recognize the duties of a receiving clerk.

II. Apperceptive base (recall)

A. What do the letters RCM stand for?
B. Why is this area so important for us to learn?

III. Motivational approach

Many of you in your senior year will be involved in our co-op Marketing And Distributive Education class. Tom Smith, a senior in our co-op class is working in the Receiving Department of a local supermarket. His job title is Receiving Clerk. He says he loves his work and feels it very important to receive and check merchandise as it comes into the store.

IV. Aim

To learn the duties of a Receiving Clerk.

V. Presentation

A. In many large retail stores there is a receiver, a checker, and a marker. Each performs a separate task. In smaller stores one or two people may perform all functions of RCM.
B. Since our orange is coming into Shop-Rite now, let's see what is done to it as it arrives on the truck from the warehouse.
C. The person that receives and checks the oranges is the Receiving Clerk. He or she will unpack and examine the oranges. The receiving clerk will check for damaged material. If any oranges are discolored or out of shape, he will make note of it. The receiving clerk will also have papers to check the quantity of merchandise coming into the store.

VI. Medial summary

What are three duties that the receiving clerk performs?
A. Unpack
B. Check damages
C. Count merchandise

VII. Presentation

D. If there is a shortage of merchandise delivered or if there are damages, the receiving clerk will usually notify his/her supervisor. Tom Smith says that his supervisor expects Tom to notify him of any problems with incoming deliveries of merchandise.

VIII. Medial summary

Why should a Receiving Clerk notify his/her supervisor of any shortages?

IX. Application

The teacher will write on a piece of paper a Delivery Sheet (invoice). Included on this sheet will be a delivery of five pencils. Inside a box which you will also give the students will be 4 pencils. The student will act as a Receiving Clerk and should notify a supervisor (teacher) when he/she discovers the shortage. The same procedure can be used with five pencils in the box and one of them broken.

X. Final summary

A. What duties does a receiving clerk perform?
B. What should the receiving clerk do if there is a shortage in the shipment?
C. Update bulletin board to include warehouse and shipment to Shop-Rite.

UNIT III-B-7: TRAVELS OF AN ORANGE
Lesson 12: The marker

I. Behavioral objectives

Given a discussion period and price markers,
A. The students will perform the duties of a marker.
B. Students will define pre-marking.

II. Apperceptive base

A. Who is the person that receives the merchandise coming off the delivery truck at Shop-Rite? (Receiving Clerk)
B. What are two duties that the Receiving Clerk performs?
C. Where does the merchandise go after it is passed through the Receiving - Checking area?
   - This is the area we will discuss today.

III. Motivational approach

Last week I was shopping at Grand Union and waiting on a check-out line. The lady in front of me was apparently in a big hurry and seemed to be pleading with the cashier-checker to hurry her through the check-out. Everything was going smoothly when the cashier came to some soda that the lady was purchasing. There was no price on the soda! The chacker called a fellow worker to help her get the price. When the lady saw this delay, she started yelling at the cashier and blaming her for her tardiness. With this, the lady stormed out of the store leaving her purchases on the counter.

Even though the lady was obviously a difficult customer, this incident could have been avoided if the price had been marked on the soda. This is the duty of a very important person in RCM. This person is the MARKER.

IV. Aim

To familiarize the student with the duties of a marker.

V. Presentation

A. Many manufacturers will pre-price merchandise. Pre-pricing is putting the price on the product before it leaves the manufacturer. The manufacturer, in effect, tells the retailer what price to charge for his product.
B. After the merchandise leaves the receiving-checking area, it is passed onto the Marker. If the merchandise is not pre-priced, the marker will put the price on the merchandise.
C. There are different ways the marker will put the price information on the merchandise. He:
   1. Marks selling price by hand on boxes of merchandise or on price tickets. Then ties, glues or staples price ticket to each article.

2. Prints price tickets using ticket printing machine, then attaches tickets to merchandise.

D. If possible, present different marking devices to the students; these can be borrowed from different supermarkets and retail establishments in your area.

VI. Medial summary

A. List two ways to mark merchandise.
B. What is pre-marking?

VII. Application

A. Bring in various price-marking devices and have students mark different products.
B. Sketch a picture of the movement of the orange going through RCM. Receiving, checking and marking.

VIII. Final summary

A. Define pre-marking.
B. List two marking devices the marker might use in marking products.
C. What marking device would the marker use if he/she were putting the price right on the orange?

UNIT III-B-8: TRAVELS OF AN ORANGE
Lesson 13: Live performance of the orange (on the selling floor)

I. Behavioral objectives

A. Given three color assortments students will select the best color to go with the orange in its packaging.
B. Given an assignment, students will visit a supermarket and list three ways oranges are displayed to the customer.
C. Given a discussion period, the students will identify the duties of a stock-clerk.

II. Apperceptive base

A. Review the bulletin board.
B. Orange moving from producer to the point where it is now. The orange is ready to be displayed on the selling floor.

III. Motivational approach

Until now, our orange has been behind the scenes. We have seen some very important job areas that are necessary to keep the orange flowing from producer (farmer) to consumer (customer buying the orange). Without these operations the orange would never reach the customer. What we have seen so far has been a dress rehearsal for the orange's "live performance." It will begin when the customer travels down the produce aisle and notices our orange for the first time. If the product does not sell, everything we have done so far is in vain. We must sell that orange!
We can do many things to enhance our chances of getting the customer to buy the orange. Two of these are Display and Advertising. Today we will begin to see how the orange is packaged and displayed.

IV. Aim

To study packaging and displaying of the orange.

V. Presentation

A. It is very important to present the orange to the customer in a favorable and eye-pleasing manner.
B. The orange may be sent out to the selling floor packaged in many ways:
   1. Netting with a dozen oranges enclosed.
   2. Dumped in a bin on the selling floor - this must be done carefully so none drop on the floor.
   3. Styrofoam box with six oranges and covered with clear wrap - The color of the bos is very important here; must set off the oranges.

Note: For Nos. 1, 2, and 3, above, it is recommended that the instructor bring to class various packages for the orange or other products.

C. The person who cares for the oranges is the stock clerk. It is his/her duty to see to it that the oranges are displayed properly.
He must:
1. Keep the area clean.
2. Keep enough oranges in the selling area.
3. Make sure prices are on all the products and signs in selling area.

VI. Medial summary

A. Name two duties of the stock-clerk.
B. Why is the coloring of the packages the oranges are in, important for a sale?

VII. Application

Students will visit a local supermarket and describe the packaging and displaying of oranges.
A. Cleanliness.
B. Type of display - where located?
C. Packaging color.
D. Are prices visible on the oranges?

VIII. Final summary

A. Select three colors that are visible in the room to coordinate with an orange (have four oranges to let the students see how the colors complement the orange). Hand oranges out to students to compare colors.
B. List three duties of a stock-clerk.

UNIT III-B-10: TRAVELS OF AN ORANGE
Lesson 14: Team work to sell the orange

I. Behavioral objectives

A. Given a discussion period, students will coordinate an ad in a local newspaper of a product and coordinate the ad with their own theme and sketched display.
B. Students will list two reasons why an ad and a display should be coordinated.

II. Apperceptive base

A. List three ways of presenting the orange to the customer (net, dumped in bin, styrofoam box).
B. Why is it important to make the orange appealing to the customer while it is on display?
C. List two things the stock clerk can do to make the oranges displayed more appealing to the customer.
D. Review assignment of visit to the supermarket.

III. Motivational approach

(Teacher can bring in an ad from a newspaper - Try to get oranges on sale)
- Discuss the other products in the ad.

"A neighbor of mine went into a local drug store last week to buy some shaving cream. He had read that the store was selling his favorite shaving cream at three for $1.00. When he got to the store, he was disappointed to find that there was only one can left on the shelf, and that instead of three for $1.00 it was marked 59¢ each. My neighbor promptly contacted the manager of the store and expressed his dissatisfaction. The manager quickly called the stock clerk and asked where the shaving cream was and why it wasn't marked 3/$1.00. The poor stock clerk replied that he didn't know it was on sale and that he didn't bring any extra cases out from the back stockroom. The store manager got three cans from the stockroom and gave them to my neighbor. He then lectured the stock clerk in the value of knowing items that were on sale. The stock clerk quickly brought out about 100 cans of shaving cream and displayed them neatly. He also made a sign showing the sale price.

(You can see how important it is for the stock clerk to know what is on sale. How many sales did the store lose by not displaying the shaving cream at the sale price?)

IV. Aim

To learn to coordinate display and advertising.

Team work to sell the orange

V. Presentation

A. The management of Shop-Rite decides to run an ad for oranges and grapefruit. It is wintertime and they want to think of a clever idea that will attract the attention of the customer. They decide to call the sale "Put Sunshine in Winter Breakfast."

B. The buyer will order the oranges from the wholesaler and have them shipped in two weeks to the Shop-Rite warehouse. They will then be immediately shipped to our Shop-Rite store. It is important that the buyer orders enough oranges and grapefruit so that everybody who wants to buy some, can. On the other hand the buyer doesn't want to buy too many and have leftovers that will go bad. You can see why the buyer's job is so important.

VI. Medial summary

A. Why must the buyer buy enough oranges for the sale?

VII. Presentation

A. When the oranges arrive at the Shop-Rite store, a display area must be set up (see display).
The stock clerk must:
1. Know when the ad will run and what price to charge during the sale.
2. Make sure there are always enough oranges on the selling floor.
3. Make sure the display is always attractive and clean.

VIII. Medial summary

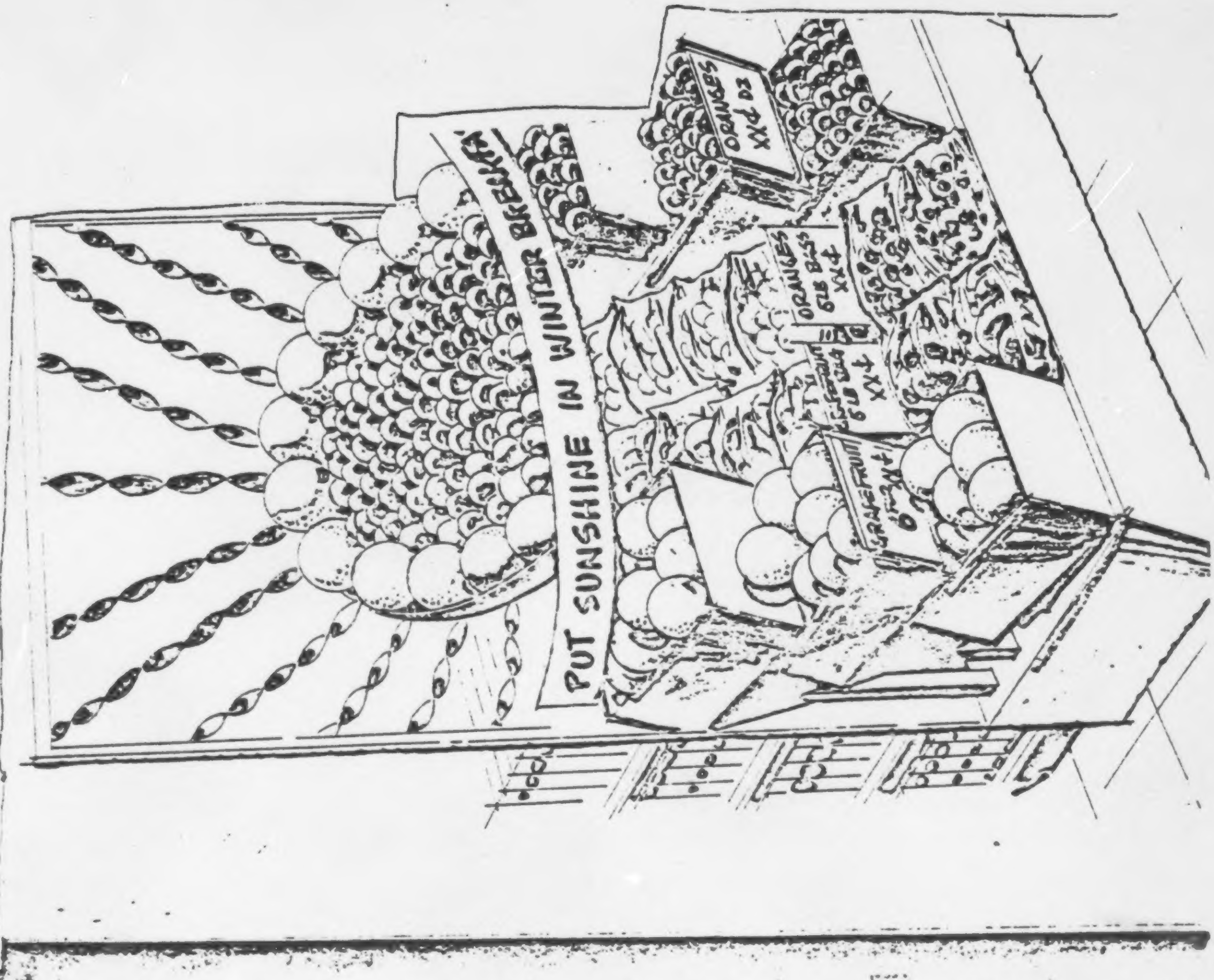
A. Why must the display area be clean?
B. Who normally sees to it that the display area is pleasing to the customer?

IX. Application

A. Students will select any product seen in an ad in the paper.
B. They will write how many of that product they are going to order from the manufacturer. (Example: 200 baseball bats.)
C. They will note when they want the manufacturer to ship the baseball bats. (February for a spring sale.)
D. They will sketch a display for the product and write a catchy slogan. "Before you bat an eye it will be PLAY BALL."
E. They will list three things the stock clerk must know to keep the display pleasing to the customer.

X. Final summary

A. List three things the stock clerk must know when an ad is run.
B. Why must the whole store and management work together when running an ad and displaying the merchandise?


PUT SUNSHINE IN WINTER BREAKFAST
ORANGES 2 doz XX
ORANGES 8 lb Bags 4 XX
GRAPEFRUIT 6 lb Bags 4 XX
GRAPEFRUIT 6 for XX

UNIT III-B-11: TRAVELS OF AN ORANGE
Lesson 15: Mission accomplished - the sale is made
(orange is bought by customer)

I. Behavioral objectives

A. Given a discussion period students will list three duties of a checker-cashier.
B. Given a cash register presentation, students will ring up four basic sales transactions.

II. Apperceptive base

A. Review path of the orange from the producer through the channels of distribution and onto the selling floor.
B. Go over yesterday's assignment.
Look for clever, attention-getting slogans and eye-catching sketches of displays.

III. Motivational approach

Our orange is now on display. If the orange sits there and is not sold, we have failed. However, our display is attractive, and clean, our product is fresh and our sign "Put Sunshine in Winter Breakfasts" is eye-catching. A lady is browsing down the aisle with her shopping cart, when she notices our display "What a great idea," she says, "Put Sunshine in Winter Breakfasts." "I think I'll buy a dozen oranges!" She reaches for our orange and carefully places it in the shopping cart.
- At that moment from producer (farmer) to wholesaler (middleman) to warehouse, to retail store (Shop-Rite) and RCM (Receiving-checking-marking) to the selling floor (stock-clerk) there is a standing ovation. A job well done! Our orange is about to be bought!

IV. Aim

To present the buying of the orange.

V. Presentation

The check-out
A. The lady must pay for the orange.
B. She will take it to the checker-cashier and have her merchandise rung up at the cash register by the checker-cashier.
C. The checker-cashier must:
   1. Know the proper method of ringing up transactions.
   2. Know the items that are on sale.
   3. Be pleasant - the cashier is the last and many times the only person the customer will come in contact with in the store.
   4. Know the proper method of counting back change.
   5. Know the correct method of bagging merchandise.

Note: It is a good idea to bring a cash register into class and let the students ring up very simple transactions. It is a good idea to have some "live" exercises in an introductory career course.

V. Medial summary

A. Why is it important for the checker-cashier to be courteous and friendly to the customer?
B. List three duties of the checker-cashier.

VI. Application

Students will ring up four product purchases on the cash register (real products may be used with the price already marked on them)

The teacher may teach the counting-up method of giving back change.

VII. Final summary

Review travels of the orange on the Bulletin Board.

UNIT III-B-11: TRAVELS OF AN ORANGE
Lesson 16: "The Wrap Up"

I. Behavioral objectives

A. Upon completion of the "Travels of an Orange" students will list the job area that is of most interest to them.
B. Students will list three duties that this person performs.
C. Students will identify - in writing, a major reason they would like to be in their chosen position.

II. Apperceptive base (recall)

Who is the employee a customer normally comes in contact with in a store? (checker-cashier)

III. Motivational approach

We have seen various jobs available to us by following an orange as it moves through the Channels of Distribution from producer to consumer. Many of you will be employed in one of these areas. Later in this course we will do a breakdown of each job, and look at in it more detail.

IV. Aim

To learn what job suits you.

V. Presentation

A. Try to get guest speaker from Food Marketing to come to class or have students visit key people on their jobs.
   1. wholesaler - food
   2. retail buyer - food
   3. RCM worker - DE program?
   4. stock clerk - DE program?
   5. food store manager
   6. checker-cashier - DE program?

B. Students will select one job that is of major interest to them.
   1. List three duties the person must perform to be successful in that position.
   2. Students will write a short essay on why they would like to work in their chosen area.

VI. Medial summary

Review of each speaker's visit.

VII. Application

A. Student will complete the bulletin board from producer to consumer.
B. The teacher will initial the student's name next to the area of the Bulletin Board which each student has designated as his/her favorite choice.

VIII. Final summary

We have just seen how a simple orange is flown through the Channels of Distribution. Along the way, many, many people were employed to see to it that the orange flows smoothly from producer to consumer.

In the coming weeks we will be taking a closer look at all those distributive ocupations that are just waiting for you!

UNIT III: TRAVELS OF AN ORANGE
Resources

Manson, Ralph; Rath Patricia; Ross, Herbert. Second Edition. Marketing and Distribution. Gregg Division, McGraw Hill Publishing Company. 1974.

Tyler, Elias and Corenthal, Eugene. Materials Handling: Traffic and Transportation. Gregg Division, McGraw Hill Publishing Company.

UNIT III: TRAVELS OF AN ORANGE
Audio-visual aids

Food: Green Grow the Profits
56 min. / Color
Association Films, Inc.
600 Grand Ave., Ridgefield, N.J. 07657

Marketing Principles Transparencies
Volume I - Fundamentals of Marketing (86101-3)
Volume II - Channels of Distribution (86102-1)
Volume III - The product (86103-X)
Volume IV - Pricing (86104-8)
Scheving, Eberhard, New York
Gregg Division/ McGraw Hill P. B. 1972

Marketing and Distribution
10 min.
Association Films, Inc.
(address as above)

The Odd Breed (K-284)
(Principles of Physical Distribution)
Mgt. on an International scale
Association Films, Inc.
(address as above)

Manufacturing (IBM)
Videocassette
20 min. / color
Purchase $150 / rental $8.75
Audio-visual center
Indiana University
Bloomington, Indiana 47405

The New Breed (F223)
16 mm. 30 min. / color
(Physical distribution mgt)
Association Films, Inc.
(address as above)

INTRODUCTION

Career Exploration

The following audio-visual aids will supplement the MADE lesson plans which follow.

You will find included in each unit a listing of all films pertaining directly to each lesson plan. This general list can be used to add and introduce the unit or new lesson plans.

CAREERS (General)

After High School... what?
13½ min. / rental
Association Films, Inc.
600 Grand Ave., Ridgefield, N.J. 07657

"Anything you want to be"
28 min.
New Jersey Bell - call (201)649-3674

"Career Decisions - Finding, Getting and Keeping a Job."
Parts I, II and III
Lic. No. 7373303
J.C. Penney Co.
1301 Ave. of the Americas
New York, N.Y. 10019

"Careers in a Large Industry"
12 min. / rental
Association Films, Inc.
(address as above)

"Is a Career in Management for You?"
15 min. / color
Syracuse University
Film Rental Center
1455 Cast Calven St.
Syracuse, N.Y. 1321

"You and the World of Work"
237 Record and Cassette (4 films)
Audio-visual Narrative Arts, Inc.
Box 9, Pleasantville, N.Y. 10570

"Opportunity - Everywhere"
(Wide choice of Life Goals)
11 min. / rental
Association Films, Inc.
(address as above)

"Career Decisions: Finding, Getting and Keeping a Job"
J.C. Penney Co.
260 Rt. 46 and 23
West Belt Mall, Wayne, N.J.

"Preparing for an Interview"
J.C. Penney Co.
(address as above)

"There Are Choices"
(1978) 16 mm. 18 min. / color
(Career choices and goals)
West Glen Films
565 Fifth Ave.
New York, N.Y. 10017

"Distributive Education: The Choice is Yours" (P-660)
16 mm. 28 min. / color
(Career opportunities in Marketing and Distribution)
Association Films, Inc.
(address as above)

"Small Business"
(Opening your own business)
Video-cassette - 30 min. / color
Order EVU 1750
Purchase $175 / rental $11.50
Audio-visual Center
Indiana University
Bloomington, Indiana 47405

"Packaging Versatility Unlimited"
16 mm. 19½ min. / color (1975)
(Marketing role of package)
National Paper Box Association
Attn: Mr. Robert M. Schaeffer
Deputy Director
231 Kings Highway East
Haddonfield, N.J. 08033

"Bucyrus Distribution Center"
1969 - 16 mm. 12 min.
(Storing, picking, packing, shipping)
The Timken Company
Mr. R.S. Yates
Advertising Department
1835 Dueber Avenue, Southwest
Canton, Ohio 44706

OTHER RELATED CAREERS

Franchise Opportunity in the World of Work
11 min. McGraw Hill / Vision Assoc.
1221 Avenue of the Americas
New York, N.Y. 10020

"A Company of the Future"
1978 - 16 mm. 31 min.
West Glen Films
565 Fifth Ave.
New York, N.Y. 10017

"The workmanship Myth"
(31446) 16 mm. 18 min. / color
Documentary - "Made in America"
Modern Talking Picture Service
2323 New Hyde Park Rd.
New Hyde Park, N.Y. 11042

"Merchant to the Millions"
(L-199) 16 mm. 28 min. / color
(How Mr. Sears met Mr. Roebuck)
Association Films, Inc.
600 Grand Ave.
Ridgefield, N.J. 07657

"The Climber"
16 mm. 22 min. / color
(Small businessman)
General Motors Corp.
Greater San Antonio
Chamber of Commerce
Free Enterprise Dept.
P.O. Box 1628
San Antonio, Texas 78296

"The Individual in the System"
1977 - 16 mm. 14 min. / color
(Opportunities in private enterprise system) (only available to grades 11 and 12).
Exxon Company, U.S.A.
Modern Talking Picture Service
2323 New Hyde Park Ave.
New Hyde Park, N.Y. 11042

UNIT IV: CAREER EXPLORATION
Lesson 1: Written form

Note to the teacher: This is an outline that is suggested for the written format that students complete in the study of specific careers.

WRITTEN FORMAT TO BE USED FOR CAREERS

A. Work performed (nature of work)
    1. Definition of occupation
    2. Job duties and responsibilities
    3. Job environment (working conditions)

B. Qualifications (personal)
    1. Age
    2. Sex
    3. Height / weight
    4. Other physical requirements

C. Aptitudes and interests

D. Legal requirements

E. Unions

F. Preparation

G. Entry method
    1. Exam
    2. Employment Agency
    3. Walk-in apply

H. Advancement and promotion

I. Earnings

J. Advantages and disadvantages

K. Outlook for employment

L. Related occupations

M. Bibliography

IV. CAREER EXPLORATION

A. General merchandise

1. Entry level

    (a) Lesson plan

        (1) introduction to general merchandise
        (2) receiving and marking clerk
        (3) stock-clerk and head of stock
        (4) sales clerk, salesperson
        (5) cashier

2. Management, mid-management and specialist level

    (a) Lesson plan

        (6) traffic clerk
        (7) customer services
        (8) department manager
        (9) buyer / assistant buyer
        (10) merchandise manager
        (11) personnel manager
        (12) store manager / assistant store manager

GENERAL MERCHANDISING
Audio-visual aids

"Retailing Serves the Consumer"
J.C. Penney Co.
260 Rt. 46 and 23
West Belt Mall, Wayne, N.J.

"110 Report to Consumers" (4564)
Retailing - 28 min.
Modern Talking Picture Service
315 Springfield Ave.
Summit, N.J. 07901

"Career Education Systems Program" (A series - 1973)
Careers in a Department Store (filmstrip)
Guidance Association - Harcourt Brace and World
23 Washington Ave.
Pleasantville, N.Y. 10570

"Retailing" (Sears)
Videocassette - 20 min. / color
Order EVU 1686
Purchase $150 / rental $8.75
Audio-visual Center
Indiana University
Bloomington, Indiana 47405

"Sales"
Videocassette - 21 min. / color
Order EVU 1751
Purchase $150 / rental $10.25
Audio-visual Center
Indiana University
Bloomington, Indiana 47405

"324 Boutique - Boutiques of London"
(1973)
Association Sterling Films
866 Third Ave.
New York, N.Y. 10032

"The Retail Industry"
Lic. No. 78-737145 6FRS
Sound Filmstrip Record
University of Southern California
Film Distribution Center
Division of Cinema
University Park, Los Angeles, Calif. 90007

"Retailing: A dynamic career that pays"
Sound Filmstrip - Record 35 FRS
University of Southern California
Film Distribution Center
Division of Cinema
University Park, Los Angeles, Calif. 90007

"Careers in a Department Store"
1973
Colonial Films
752 Spring St. N.W.
Atlanta, GA 30303

"Dialogue on Retailing" KA -106
Association Films, Inc.
866 Third Ave.
New York, N.Y. 10022

UNIT IV-A: CAREER EXPLORATION
Lesson 1: General merchandise (The general merchandise store)

I. Behavioral objectives

A. Given class presentation, students will list seven different general merchandise stores.
B. Students will, in their own words, define a general merchandise store.

II. Apperceptive base

A. In what type of store did your orange wind up? (the supermarket) This is one type of store. We have looked at some distributive occupations in Food Marketing (supermarkets). Today we will begin to look at jobs in another type of store.

III. Motivational approach

How many of you have seen "Little House on the Prairie" on television? One of my favorite characters is Mrs. Olson. She and Mr. Olson are always arguing and poor Mr. Olson has to put up with her nagging. In spite of this they run a very successful store. What are some of the products they sell?

As you can see they sell all types of merchandise. That store is called a General store. General stores were very popular in those days, but as the country grew, there was a demand for bigger general stores that carried more merchandise. As these general stores grew, they became today's General merchandise stores.

IV. Aim

To take a look at today's general store.

V. Presentation

Specific material:
General merchandise retailer: the merchant who sells various types of goods to the consumer. Among the types of goods: furniture, large and small appliances, apparel, accessories, housewares, pets, records, home furnishings, books, domestics, sporting goods, health and beauty aids, etc.

VI. Medial summary

Have students list several types of goods carried by a general merchandise retailer.

VII. Application

Have each student list a general merchandise store on the board (e.g., Sears, JCPenney, A & S, Bamberger's, Two Guys).

VIII. Final summary

Review definition of General Merchandise Retailer. Have students list seven general merchandise stores.

UNIT IV-A-1: CAREER EXPLORATION
Lesson 2: General merchandising RCM
(entry level)

I. Behavioral objective

To present a speaker and/or activity which will enable students to list three job duties and three advantages and disadvantages of a receiving clerk and a marking clerk.

II. Apperceptive base

When our orange was delivered to Shop-Rite, who were the people that continued its flow through the Channels of Distribution? (receiver-checker and marker)

III. Motivational approach

"Many of you chose the RCM area of distribution as the area of high interest to you (point to bulletin board with students' initials on the "Travels of an orange".) Today we will look, in detail, at the duties and qualifications of the receiver-checker and marker. (Remember: many times the receiving clerk also checks the merchandise and assumes the duties of the checker at the receiving dock.

IV. Aim

To learn the duties of a receiving-and-marking clerk.

V. Presentation

Specific material:
See supplemental sheets on receiving clerk and marking clerk.
Suggested way to present material:
Have guest speaker (DE student who is working as a receiving or marking clerk can talk to your class. Junior, senior or alumni).
Give him/her an outline of material you'd like him/her to cover.

VI. Medial summary

Ask questions which relate to the presentation.

VII. Application

(Probably the following day)
Break students into groups. Allow them access to any of the following texts:
Distribution and Distributive careers - Granfield, Gold Fair Child Publications, Inc. New York, N.Y. 1972
Your Job in Distribution - Bearmont, Langan. Gregg Division, McGraw Hill Book Company, Inc. New York, N.Y. 1968

Have students list as many duties and responsibilities of the position as possible. Have them report their findings back to class.

VIII. Final summary

Have students take out a sheet of paper and list three duties of a receiving clerk and three duties of a marking clerk.

GENERAL MERCHANDISING

MARKING CLERK

Introduction

It is the job of the marking clerk to make certain that the proper tickets are placed on the merchandise coming into the store. These tickets give various pertinent information such as size, color, department, season, vendor and classification. The ticket identifies the item and shows how well it is selling.

Work performed

Duties and responsibilities of the marker are:

1. Counting the merchandise to be marked.
2. Writing the tickets (if that method is used).
3. Using a merking machine which prints the tickets (if that method is used).
4. Using a print-punch ticket machine (if that method is used).
5. Pinning the tickets to the merchandise.
6. Using a ticketing gun which attaches the ticket to the merchandise.

Qualifications

Age: Minimum age is 16
Sex: Male or female

Aptitudes and interests

Must have good eyesight
Must have good color vision
Must be able to stand bending and stretching
Must be able to use ticketing equipment

Unions

Unions available

Preparation

High school diploma
Math experience and data processing experience helpful
On-the-job training

Entry method

This is an entry-level position, which may be obtained through retailers, and distribution warehouses. It is the type of position that your coordinator can help you acquire.

Earnings

Earnings stand $3.15/hr. for beginners.
Raises are given as experience progresses - 1980 figures.

Advantages and disadvantages

Gets monotonous
Regular weekly hours
Must be able to bend and lift weights
Steady employment
Must be able to cope with the busy seasons.

Outlook for employment

Good

Related occupations

Receiving clerk, stock clerk, traffic clerk and salesperson.

Advancement and promotion

A ticketer may advance into a supervisor position. He may go into sales or management. If he decides to go into management or a supervisory level, he may need some college experience.

Bibliography

Gillespie, Karen and Joseph Hecht. Retail Business Management. 1977 McGraw Hill Inc. New York, N.Y.

GENERAL MERCHANDISING

RETAILING

1. Receiving clerk

Introduction

It is the receiving clerk's responsibility to make sure that merchandise is received, checked and stored properly. Poor stock room and storing procedures can cause merchandise to be misplaced or lost.

Work performed

Responsibilities of the receiving clerk include:

1. Receiving the merchandise
2. Storing the merchandise
3. Unloading the shipment
4. Getting the merchandise ready for the selling floor
5. Inspecting the merchandise
6. Pricing the merchandise

Job environment

Workers who unload merchandise may work on docks or warehouses which are cold in winter and hot in summer. Work under pressure during busy season.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes

Must have an outgoing personality
Must write clearly
Must spell accurately
Must be able to do basic mathematics

Unions

Usually belongs to unions and pays dues.
Workers in small companies are not likely to be union members.

Preparation

High School diploma
Some college training if willing to advance
Typing, bookkeeping and business math are good skills.

Entry method

Working in a receiving and shipping departments during summer or school vacations is one example of entry to this line of work.
Employer may hire them as full-time workers upon graduation.

Another way is applying to employment agencies or going directly to stores, wholesale warehouses, transportation companies or factories.

Advancement and promotion

In this line of work employees see the overall picture of a business and learn about good openings. They may become chief shipping clerk and shipping supervisors. They may learn inventory control and work in computer operations or in purchasing.

They may learn shipping rates and become rate clerks and traffic specialists. Persons who are accurate with figures may find an opportunity in the bookkeeping or accounting department. One who handles incoming goods may advance into sales and purchasing.

Earnings

In 1977 the average earnings of receiving clerks was $600 to $800 a month.

Advantages and disadvantages

Regular hours, some night work saturdays and some holidays.
Irregular lunch hours.
Some strenuous lifting
Excellent benefits
Buy at the store's discount rates
Pay raises as their skill improve
Even temper helps deal with rush jobs or demanding supervisors
Storewide discount

Outlook for employment

Good

Related occupations

Stock checker, mail carrier, telephone operator, police desk officer and meter reader. Generally, managerial work; purchase and sales work, demonstrating, classifying and filing.

Bibliography

Chronical Guidance Publications, Inc. Maravia, N.Y. 13118

UNIT IV-A-1: CAREER EXPLORATION
Lesson 3: General merchandise - stock clerk and head of stock (entry level)

I. Behavioral objective

To give an activity and class discussion so that students will be able to list local earnings, job openings and duties of a stock clerk.

II. Apperceptive base

How many of you recall the duties the stock clerk performed during "live presentation stage" of our orange? (list)

III. Motivational approach

The stock clerk in General merchandise and the stock clerk at the Shop-Rite perform many similar tasks. Their job is vital to the operation of the store and since they are accessible to such a variety of store operations their chances of promotion are excellent. One job a stock clerk can be elevated to is "Head of Stock."

IV. Aim

To learn the duties of stock person and Head of Stock. Discover current job openings.

V. Presentation

Specific material
See supplemental sheets on stock person, and Head of Stock.
Suggested ways to cover material:
A. Give students handout
B. Have DE student as a guest speaker (give suggested outline of what to cover)
C. Put material on transparencies.
D. Use audio-visual aids:

"My First Job: Stock Clerk" 1975
1:12809 $ 9.00
Film Rental Center of Syracuse University
71455 East Colven St.
Syracuse, N.Y. 13210

VI. Medial summary

Ask questions pertaining to duties and responsibilities of a stock person and a head of stock. e.g., What position would be entry-level? What position would be a managerial position?

VII. Application

Instruct students to bring the classified section of any local newspaper to class the following day. Give them scissors, tape, colored paper, etc. and have them mount all of the help-wanted ads for a stock person and Head of Stock.

VIII. Final summary

Review some of the ads the students clipped. If the store is identified have students orally list the advantages and disadvantages of working in that specific store. (e.g., large store, small store, clean vs. unclean conditions, location and transportation, must take bus, can walk to work, etc.)

STOCK CLERK

Introduction

Stock clerks work in all types of businesses, institutions and industries. In small businesses the stock clerk may perform all clerical duties. In large operations there are many classifications of stock clerks such as receiving clerks, inventory clerks, shipping clerks and stock control clerks. The stock clerk's responsibilities are similar but depending upon the type of employment details differ considerably.

Work performed

The stock clerk's responsibilities include:

1. Unpack and check merchandise against the invoices.
2. Inspect the goods.
3. Store the goods.
4. Fill orders and keep records of amounts, kinds and weights.
5. Prepare goods for shipment or delivery.
6. Keep an inventory of the merchandise.
7. If using computers, stock clerk may mark cards to show stock movement.

Job environment

Sometimes clean, well heated and lighted areas. Other companies poorly ventilated rooms.

Qualifications

Age: when qualified
Sex: male or female
Physical requirements: physical strength, good health, must have good eye-sight, good hearing and, in some cases, good color vision.

Aptitudes

Must be accurate, orderly, alert and responsible.
Must enjoy detailed work.
Must have the ability to get along with others.

Unions

Depends upon location of work.

Preparation

Math skills are recommended.
Retailing courses through a distributive education program are helpful.

Entry method

Usually, a stock clerk position is available to those who work as a supply clerk or helper.
Apply in person, good position to secure through your DE coordinator.

Advancement and promotion

Advancement opportunities are plentiful for stock clerks. Since their work requires them to move around the store, they get a clear overall picture of many operations and may see a position that interests them.

Those who are interested in advancement can take courses or go on to college. Few top executive positions are available and only the best qualified will fill them.

Outlook for employment

Good to excellent
Strong competition

Related occupations

Inspecting and stock checking, appraising and investigating work, classifying filing and related work, sorting, measuring and related work, routine checking and recording.

Earnings

Begin at minimum hourly rates. Average earnings as of 1976: $3.75

Bibliography

Chronical Guidance Publications, Inc.
Moravia, N.Y. 13118

Advantages and Disadvantages

Strenuous work (bending and lifting)
Job environment varies - sometimes clean, sometimes dirty
Can be monotonous
On feet for long periods of time
Store-wide discount
Steady employment
Regular hours

HEAD OF STOCK

Introduction

This is one person who really gets to know the stock. He is in a management position and in charge of the stock clerks, receiving clerks and shipping clerks. He is one person who has to know and be sure that the right items are in the proper places.

Work performed

Make sure that the people he manages in the stock department are taking the proper steps when they receive an order such as:

A. Checking bills
B. Inspect stock for damage
C. If goods are going out, prepare them for delivery.

The manager's job is to keep records of what stock is where, take care of bills and take inventory.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Must have good hearing, eyesight, color vision
Be responsible
Ability to get along with others
Initiative and leadership

Unions

Unions available

Entry method

Promotion from unit in the company. Start out as a clerk and advance up to head of stock.

Advancement and promotion

Advancement opportunities are good for people with ability and drive. Working in the stock area you deal with the different areas of a store. It exposes you to what jobs are available in any department. This makes you a likely candidate for promotion because you have inside information.

Earnings

$10,000 - $15,000 yearly. Depending on store and duties.

Advantages and disadvantages

35 - 40 hour week
Steady employment
Good benefits
Room for advancement
Physical strength needed

Preparation

High school diploma
Human relations, management and math are needed.

UNIT IV-A-1: CAREER EXPLORATION
Lesson 4: General merchandise - sales clerk, salesperson (entry level)

I. Behavioral objectives

A. To give an assignment that will require the student to differentiate between sales clerk and salesperson.
B. Given a class discussion, students will list four duties of a salesperson.

II. Apperceptive base

List two advantages and two disadvantages of a "Head of Stock."

III. Motivational approach

When was the last time you went into a General Merchandise store? Did anybody come up to you while you were looking at (let's say a sweater) and say "It's a washable and it doesn't shrink!," or "This sweater would be lovely with the jeans you are wearing." The chances are that this person who tried to assist you with your product selection was a salesperson.

A salesperson has one of the most glamorous and attractive jobs. He or she may sell for a manufacturer, a wholesaler or a retail store. If a salesman sells for a manufacturer or wholesaler he/she is known as a rep. (for representative).

Before a person becomes a salesperson in a General Merchandise store, he or she will probably perform the duties of a sales clerk.

IV. Aim

To learn the duties of a sales clerk and sales person.

V. Presentation

Specific material:
See attached sheets on sales clerk and salesperson.
Suggested ways to present material:
1. Give students handouts on sales clerk and salesperson. Discuss with students.
2. Use suggested audio-visual materials

(a) Careers in sales. Parts 1 and 2 (filmstrip) C68-ICRS- C80-FRS
Pathescope Educational Films, Inc.
71 Wayman Ave., New Rochelle, New York 10802

(b) My First Job: Dept. Store Clerk. (1976) 1-12890 $8.50
Film Rental Center of Syracuse University
71455 East Colven St. Syracuse, N.Y. 13210

(c) Is a Sales Career for You? 2-11953
Film Rental Center of Syracuse University
71455 East Colven St. Syracuse, N.Y. 13210

(d) Retail Clerck, The 43 FRS
Sound Filmstrip - Tape
University of Southern California
Film Distribution Center
Division of Cinema
University Park, Los Angeles, CA 90007 -

VI. Medial summary

Ask questions relating to presentation.

VII. Application

Give students the following assignment:
You are the personnel manager for Sears. It is your responsibility to hire people for the Christmas season. Pretend you just interviewed yourself. Write a short story explaining:
1. Would you hire yourself? Why or why not?
2. What position are you best suited for, sales clerk or salesperson? Why?

VIII. Final summary

Have students list four duties for each position (sales clerk and salesperson).

GENERAL MERCHANDISING

SALES CLERK

Introduction

Many people confuse the responsibilities of the salesperson and the sales clerk. The main difference is that the salesperson's main task is to sell the merchandise to the customers by demonstrations -- showing and telling his/her knowledge about the merchandise. The salesclerk doesn't sell to the customer, but is in charge of the cash register and filling customers orders.

Work performed

Duties and responsibilities of the sales clerk are:

1. Cash register
2. Knowing how to ring up all types of sales
3. Procedures for sales made by checks
4. Knowledge of what is in stock
5. Knowledge of how to give customers receipts for various transactions
6. Knowing and enforcing the store's return policy
7. Gift wrapping and bagging procedures
8. Keeping the store neat by straightening the merchandise
9. Straighten the counter area

Qualifications

Age: Some stores accept 16-year olds. In a rare instance a store may hire you at the age of 14, but follow federal and state child labor laws.
Sex: Male or female

Aptitudes

1. Accuracy in using cash register
2. Accuracy with numbers
3. Accuracy in handling all types of sales
4. Good memory is helpful
5. Accuracy in handling large sums of money. Must be honest
6. Able to deal with pleasant and unpleasant customers
7. Must have good eye sight

Unions

May join a union and pay union dues (e.g., National Retail Clerks Association.)

Preparation

Most preparation is through on-the-job training.
Subjects in business math record keeping and salesmanship are helpful and offered through the high school DE program.

Entry method

This is an entry-level position and may be obtained through DE coordinator, work ads or going to local retail stores.

Advancement and promotion

If one works in a store that has both salespersons and sales clerks, one may advance to a salesperson. If the store offers an executive training program, a salesclerk may become a part of it and go on to management and buying positions. In order to go on to these levels, a high school diploma is a must. Courses in retailing through a college or business school are also strongly recommended.

Earnings

Beginning wages are usually minimum wage. The average with experience ranges from 30¢ to 60¢ per hour above minimum wage.

Advantages and disadvantages

1. Store-wide discounts
2. Steady employment
3. Good atmosphere
4. On feet all day
5. Work odd hours
6. Deal with pleasant and unpleasant customers

Outlook for employment

Good - Excellent

Related occupations

Cashiers, clerks in other fields, and salespersons.

Bibliography

Gillespie, Karen and Joseph Hecht. Retail Business Management. McGraw Hill, New York, N.Y. 1977

GENERAL MERCHANDISING

SALESPERSON

Introduction

The salesperson is one of the most important individuals in retailing. (S)he is the person who is in charge of pleasing the ultimate customer.

Selling is the process of determining the customer's wants or needs and satisfying them. A successful salesperson is able to determine these needs with minimum effort.

Work performed

The salesperson is in charge of:

1. Selling the merchandise
2. Wrapping purchases
3. Receiving payments
4. Giving receipts
5. Making charge slips
6. Informing the buyer of merchandise not in stock
7. Handling returned merchandise
8. Keeping the stock and store neat

Qualifications

Age: some stores will accept 16-year olds; others have 18 as an age requirement.
Sex: male or female

Must possess an attractive physical appearance, healthy, have normal hearing, a pleasant voice, and be well-groomed.

Aptitudes

Successful salespeople must enjoy people and have a likeable personality. Must be patient, courteous, accurate, careful and orderly.
Attentive memory and facility for numbers.
Must be honest in handling money and merchandise.

Unions

Some stores are unionized and the salesperson may join.

Preparation

Work experience is helpful in developing an interest in sales.
General academic courses are required.
Mathematics strongly recommended.
Distributive education courses are helpful.
High school student or high school graduate. Sometimes college students get preference.

Entry method

Applying to local retail stores, through want ads, DE coordinator.

Advancement and promotion

There is much opportunity for advancement and promotion through a sales job. Salespersons who take advantage of training programs advance rapidly. Some go into supervisory positions, management and buying.

Earnings

Part timers usually receive minimum wage, in large stores merit raises of 5¢ per hour every 3-6 months.
$ 110 - $150 per week, full time,
$14,000 annually men's sales,
$125 - $165 weekly college graduates.

Advantages and disadvantages

Regular hours, some night work, Saturday and Sunday hours and some holidays.
Stable employment for full-timers.
No strenuous physical work.
Use of store-wide discounts.
Interact with pleasant and unpleasant customers.

Outlook for employment

Excellent

Related occupations

Inspecting and stock checking.
Computing and related recording.
Cashiering, customer service work and personnel work.

Bibliography

Chronical Guidance Publications, Inc.
Moravia, N.Y. 13118

UNIT IV-A-1: CAREER EXPLORATION
Lesson 5: General merchandise - cashier
(entry level)

I. Behavioral objectives

A. Given a simulation, the student will learn how to ring up a sales transaction on the cash register.
B. Students will list three reasons why they would or would not like the entry-level position of cashier.

II. Apperceptive base

A. What are three duties of a salesperson and salesclerk?
B. Some salespeople are responsible for ringing up a sale at the cash register. In other stores it is the duty of the cashier.

III. Motivational approach

"Last Christmas I was shopping at a clothing store in the ____________ Mall. I decided to buy a new coat for my sister. The saleslady that helped me presented the coat in such a professional and helpful manner, I couldn't wait to tell my sister all of the good qualities of the coat when she opened it up on Christmas morning. After the presentation she asked if I would like to pay cash or charge. I advised her of my intention to pay cash and she immediately rang up the transaction on the sales register. I thought to myself: "What a competent saleslady, AND efficient cashier!" Wow, is she valuable to the store!"

Just think how valuable you will be to a store someday when you can perform in a similar manner.

Today we will look at the duties and job characteristics of a cashier. Remember, many times the salesperson will assume the duties of the cashier.

IV. Aim

To learn the duties of the cashier.

V. Presentation

See supplemental sheets on cashier.
Suggested ways to present material:
A. Give students handout on cashier
B. Use DE student as guest speaker
C. Use suggested audio-visual aids

"My First Job: Checker/cashier" No. 1012811
Supermarkets, discount houses and self-service stores (1975)
Pathescope Educational Films, Inc.
71 Weyman Ave.
New Rochelle, N.Y. 10802
$8.50

VI. Medial summary

Ask questions relating to the actual presentation.

VII. Application

A. Give student three items to ring up on cash register. (e.g., empty boxes with price, department etc. marked on box, shirt, items from school store.)
B. Have students work on written assignment while they are waiting for their turn on the register.

Cashier - written assignment:

List three reasons why you would or would not like to be a cashier. (Suggest to students they refer to their self-awareness folder.)

VIII. Final summary

Review register tapes. Note common errors. Have students orally discuss the written assignment and their individual reasons why they would or would not like this occupation.

GENERAL MERCHANDISING

CASHIER

Introduction

Many times the cashier is the last person the customer comes in contact with. It is important that the cashier leaves a favorable impression on the customer.

Work performed

The cashier's job is to know the equipment, prepare for checking, ring up the customer's order, make the cash transaction and sometimes bag the order courteously and efficiently. He/she may also weigh produce to calculate price.

Qualifications

Age: most employers require you to be minimum age 16 - some stress age 18 if you are not in a co-op (DE) program.
Physical requirements: checker-cashier expected to stand many hours-good physical condition a must. Good eye-to-hand coordination important.

Aptitudes

Accuracy in working with numbers is essential. The person has to handle large sums of money and therefore must be honest.
Knowledge of cash register
Knowledge of check-stand itself
Business math recommended
Good memory will help in this work.

Unions

Some stores are unionized and the cashier may join.

Preparation

Required to display an ability to work with figures, have finger dexterity and be able to work under pressure. Average checker usually handles about 1,100 customers a week, each checker handles about $9,500 per week in sales usually OJT

Entry method

To begin as a cashier you must:
A. Pass a math test
B. Go through three to five days training in classroom situation, pass cashiering test and then begin job.

Advancement and promotion

There is some opportunity for growth. Usually a cashier remains a cashier. A cashier can possibly become an assistant to department manager in one of the various departments within the store. When it is slow a cashier may be asked to restock shelves or take a count of stock on hand. In order to advance to a higher level you may have to be accepted by the organization for executive training, which is difficult in some cases.

Earnings

Usually begin at minimum wage or slightly higher.

Advantages and disadvantages

Relaxed atmosphere
Usually regular, steady employment
Work odd hours
On their feet all day

Outlook for employment

Good
Extected to stay at this level or increase

Related occupations

Cashier in other fields.

Bibliography

Exploring Marketing Occupations
Gary R. Smith, Barbara Sethney Vorndran, Charles S. Winn
Gregg Division/ McGraw Hill
1976

Occupational Outlook Handbook
U.S. Department of Labor
Bureau of Labor Statistics No. 1955
1978 - 1979 ed.

UNIT IV-A-2: CAREER EXPLORATION
Lesson 6: General merchandise - traffic clerk
(management, midmanagement, specialist level)

I. Behavioral objective

Given a handout presentation, students will pace a simulated ad in a local newspaper, listing three job duties, responsibilities and earnings of a traffic clerk.

II. Apperceptive base

The flow of goods through a store from receiving to the check-out counter can be a complicated process. If the receiving and marking clerks perform their jobs correctly, where does the merchandise then go? (To the selling floor.)

III. Motivational approach

Have you ever been at a busy intersection at 5:00 p.m., during the traffic rush hour? Many times busy intersections are a complete mess. One way, besides a traffic light, to alleviate this problem is how? - Yes, a policeman guiding the flow of traffic. The same thing can be said of the flow of products through a General merchandise store, or any store. The person that sees to it that the product moved along in a speedy and orderly manner is the "Traffic Clerk."

IV. Aim

To learn the duties of a traffic clerk.

V. Presentation

Specific material:
See supplemental sheets on traffic clerk.

Suggested way to cover material:
A. Give students handout on traffic clerk / review and discuss handout with students.
B. Use audio-visual aids.

1. Transportation - 5 min. ESC - 1442
   1973 - $5.25
   Indiana University

2. Transportation - 11 min. ESC -1479
   1973 - $7.00
   Indiana University

VI. Medial summary

Ask questions relevant to your presentation.

VII. Application

Give students the following assignment:

You have just been promoted to the position of traffic manager. One of the responsibilities of the manager is to hire traffic clerks. One of the traffic clerks for your store (Sam Goody's) was just promoted and you need to place an ad in the local newspaper for a new traffic clerk.

Include the following:

3 duties and responsibilities
Hourly/weekly salary (earnings)
Specific qualifications
(Store name, hours expected to work)

VIII. Final summary

Have students read their ads to class aloud.
Select the three best ads and place them on bulletin board.

GENERAL MERCHANDISE

TRAFFIC CLERK

Introduction

Without the traffic clerk, goods would never get from one spot to the other. It is up to the traffic clerk to see to it that everything gets moved into its proper place.

Work performed

A. Control movement of goods
B. Arrange for prompt delivery of goods to customers
C. Decide on methods of transportation

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Be able to get along with all kinds of people, memory, and a good command of English.

Unions

Varies with stores.

Preparation

High school diploma
College degree helpful
Training in data processing and statistics helpful

Entry method

Work involved with the traffic department. May be given to a newly hired employee. Then (s)he would be promoted according to the company.

Advancement and promotion

A college degree in traffic management usually required. It is usually offered at large community colleges and universities near major industrial centers.
Promotion ranges from company to company, some can be: claim agents, branch traffic managers, to assistant traffic manager.

Earnings

Salary reflects employee's knowledge, qualifications and experience. Little or no experience can expect $100 to $125 a week. More experience about $12,000 - $16,000 yearly.

Advantages and disadvantages

Store-wide discount
Standard week of 35 to 40 hours
Good benefits
Interaction with suppliers, and manufacturers, trucking companies.

Outlook for employment

Favorable

Related occupations

Program director
Transportation director
Shipping clerk

Bibliography

Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118
1979 Edition

UNIT IV-A-2: CAREER EXPLORATION
Lesson 7: General merchandise - customer services
(management, midmanagement, specialist level)

I. Behavioral objective

To give a brainstorming session and role-playing situation so that students will list five customer services.

II. Apperceptive base

A. What are three duties of the traffic clerk in the General Merchandise store?
B. Why is the job of traffic clerk so vital to the operations of the store?

III. Motivational approach

"Have you ever ordered something from a store, had it delivered and found it to be defective?" (ask students to give examples of experiences)

"Did the store come and pick it up and bring it back? Many times larger General Merchandise stores perform tasks such as those described above. This is an important function of a store in that it helps build store good will (the overall favorable attitude the customer has towards the store). People appreciate feeling important and being treated fairly by the store. The employees who work in any of the areas associated with customer services see to it, daily, that these jobs are performed.

IV. Aim

To learn the importance of customer services.

V. Presentation

Specific material:
See supplemental sheets on customer services.

Suggested ways to cover material:
Have students answer the following question: "What are some of the 'extras' in customer services that you have found in stores?"
Question students until all of the following are listed:
A. Wrapping service
B. Delivery service
C. Lay-away
D. Mail order
E. Adjustments
F. Alterations
G. Special events

Have students relate personal experiences with various services. Have students discuss their feelings as to how important customer services are to a store. Teacher should explain that the services offered by a store may make the difference between a customer shopping in that store or somewhere else.

VI. Medial summary

Have students list several customer services.

VII. Application

A. Bring in (or have students bring in) boxes of various sizes. Have on hand tissue paper, gift wrapping paper and/or newspaper, scissors and tape. Have students wrap packages.

B. Give students role-play situation. Ask one student to volunteer to work in the adjustment department. Have two students act as the customers. Have one student try to return new, defective merchandise; the other should try to return something that they wore or used for a year or so and are now unhappy with. Remind adjustment clerk:
1. The customer is always right, but
2. Think of store profits.

VIII. Final summary

Give students a quiz.
Have them list five customer service departments.

GENERAL MERCHANDISE

CUSTOMER SERVICES

Introduction

The main purpose of a customer service department is for the customer to extend their stay in the store. This is specially true of large department stores. In many cases it is the store's services that sell the store to the ultimate consumer.

Work performed

An employee who works in customer services will have various duties and responsibilities, depending upon which department or service he or she is performing.

1. Wrapping service - supplying boxes, tissues, sacks, free gift wrap or paid gift wrap.
2. Delivery service - delivering furniture, appliances, carpets and video equipment. Free delivery service offered by drug stores and meat markets. Gift sending which is sometimes charged, or free, depending upon how big the package is and where it is going.
3. Lay-away stores the merchandise in some type of order and gets it out for the customer when it is paid for.
4. Mail order - in charge of taking sales orders over the phone through the store's catalogue. These people also receive what is known as a P.M. (premium money). This is a type of commission where the phone salesperson suggests that the customer buy special-priced items and receives a commission for the number of sales she makes on the phone.
5. Adjustment department - Takes back unsatisfactory merchandise and adjusts credit accounts.
6. Alterations department - sewing on buttons, hems or major adjustments.

Qualifications

Sex: male or female
Age: some stores will hire 16-year olds for gift wrapping.

Aptitudes

Ability to work with numbers is essential.
Must be honest.
Good memory is helpful.
Friendly and courteous personality.
Knowledge of store policy in handling returns and lay-aways.
Accuracy in handling money is essential.
Must have pleasant phone personality.

Unions

Some stores have unions and the various employees may join.

Preparation

Some high school DE courses are helpful in salesmanship, business math, retailing and human relations.

Working conditions

Pleasant and clean.

Entry method

This is an entry-level position, prior experience is helpful but not necessary.

Advancement and promotion

A customer service person may advance into many supervisory levels, which include:

Telephone order sales
Adjustment department
Lay-away department
Wrapping department

Those who go on after high school, with college or retail background, may advance to management and buying.

Earnings

Most customer service people start out at minimum wage. The average is $3.50 per hour. Many receive raises based on experience.

Advantages and disadvantages

1. Store-wide discount
2. Steady employment
3. Regular hours
4. Odd hours
5. Deal with pleasant and unpleasant customers
6. Standing on feet for long periods (gift wrapper)
7. Talking on phone for long periods of time (telephone sales)
8. Sitting for long periods (telephone sales)

Outlook for employment

Good

Other related occupations

Cashier, salesperson, sales clerk, clerk in other fields.

Bibliography

Gillespie, Karen and Joseph Hecht. Retail Business Management. McGraw Hill, New York, N.Y. 1977

UNIT IV-A-2: CAREER EXPLORATION
Lesson 8: General merchandise - department manager
(management, midmanagement, specialist level)

I. Behavioral objective

To present a study project which will enable students to list duties of a department manager and relate them to their own interests and aptitudes.

II. Apperceptive base

A. Why are customer services so vital to operations of the store?
B. In your own words, describe good will.

III. Motivational approach

How many of you know the name of the manager of the New York Yankees? Yes, Dick Howser. He really has a tough job. He must have a game plan (righty or lefty pitcher, left-handed or right-handed hitters),order enough bats for his team, make certain the equipment is always in good order, make sure his merchandise - the players - (Reggie, Lou, Craig, Bucky) are well dressed in a clean uniform and displayed well to the public watching the game. He must make certain the dugout is clean and see to it that the ballplayers come to the ballpark on time. Add to this the fact that he must keep team spirit high and answer to his boss, George Steinbrenner, if anything goes wrong. And he must win - or get fired.

Well, any time you go into a large store you may find many Dick Howsers. These people are called department managers, and they, like the baseball manager, must be successful if they are to remain in their position.

You will learn duties of the department manager and see how similar they are to the duties of Mr. Howser.

IV. Aim

To learn the duties of the department manager.

V. Presentation

Specific material:
See supplemental sheets on department manager.

Suggested ways to cover material:
A. Have alumni student or someone from one of your training stations as a guest speaker.
B. Distribute handout.
C. Use audio-visual aids.
(For this see bibliography)

VI. Medial summary

Ask specific questions concerning the duties, wages and ways to become a department manager.

VII. Application

A. Give students the following project.

You are the department manager for the Record department. It is right after Thanksgiving and you want to set up your area for the Christmas season. You have an area measuring approximately the size of your classroom. Using a plain piece of paper make a department layout for the Record department. Include: 1) kinds of fixtures you would use and their placement, 2) place the records in the areas and label the areas.
a) rock
b) classical
c) children's
d) show music
e) jazz
f) disco / soul
g) male vocals
h) female vocals
i) seasonal music (Christmas songs)
j) western
k) pop
l) singles (45's)
3) cash register placement, 4) aisle space, 5) posters (optional),
6) miscellaneous, supplies - record cleaner, needles, etc.

On another sheet of paper explain why you placed the various categories where you did.

VIII. Final summary

Review some of the duties and responsibilities of the department manager. Have students write a brief paragraph (to include in their folders), as to whether or not this position would match their personality.

GENERAL MERCHANDISE

DEPARTMENT MANAGER

Introduction

In a retail operation a department manager has a very important role. Proper management of his/her personnel, workroom production and inventory, are necessary for the department to yield maximum profit.

Work performed

The department manager is responsible for planning, ordering, receiving, storing, displaying, rotating, cleaning and coordinating all activities in the department.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Ability to work with people
Ability to make decisions
Be creative, have imagination

Unions

Usually this position is considered mid-management and in general merchandise store department managers do not join a union.

Preparation

Usually large stores prefer or even demand a college degree. Other store experience is helpful.

Entry method

You can work your way up through the system from stock-clerk or salesperson to assistant department manager to department manager. It is more likely that in a large store you would have to be accepted first to the executive training program.

Advancement and promotion

There is a good opportunity for advancement. If your interest is in operations, your next position might be assistant store manager. If your interest is in merchandising, the position of a buyer, or assistant buyer, could be the next level, or in branch store, divisional merchandise manager (in charge of several department managers) within the branch store.

Earnings

$15,000 - $20,000 yearly

Advantages and disadvantages

Some nights, some holiday and Saturdays and Sundays
Steady employment
Excellent benefits
High pressure
Customer interaction
No overtime pay, must stay until work is completed.

Outlook for employment

Good to excellent

Related occupations

Department manager in other areas (e.g., Food business).

Bibliography

Chronicle Guide Publications, Inc.
New York, N.Y. 1977 Edition

UNIT IV-A-2: CAREER EXPLORATION
Lesson 9: General merchandise - buyer, assistant buyer
(management, midmanagement, specialist level)

I. Behavioral objective

Given a discussion and a case problem the student will be able to identify four duties of a buyer; the student will be able to list two advantages and two disadvantages of a career as a buyer.

II. Apperceptive base

A. List two similar duties of a Record department manager and a baseball manager.
B. What were two decisions the buyer of the orange at Shop-Rite had to make?

III. Motivational approach

Walk through any department of a General Merchandise Store and notice all of the merchandise on display. The buyer was responsible for every item that is there. If the products sell (s)he has done a good job. If they don't sell (s)he has somebody to answer to! There is a lot of pressure on the buyer.

IV. Aim

To learn advantages and disadvantages of selecting "buyer" as your career goal.

V. Presentation

Specific material:
See supplemental sheets on buyer/assistant buyer
Suggested ways to cover material:
A. Distribute handouts
B. Use audio-visual aids.

"A Career in Retail Buying" - Filmstrip
J.C. Penney
1301 Ave. of the Americas
New York, N.Y. 10019

VI. Medial summary

Ask students specific questions based on presentation.

VII. Application

Give students the following project:
You have been promoted to the buyer of the sporting goods, cosmetic or stereo department. Through surveys taken among your class members list between 10-20 products you should carry. Give students form to fill out.

Product / style / size	Manufacturer	Retail price	List newest feature of product
Examples:			
Tennis balls - 4/can	Spalding	$3.25	No new feature - basic, carried by most major stores, best seller.
Eye-shadow powder 5 oz. "Mysterious Mauve"	Cover Girl	$5.00	New, fashion color, waterproof

VIII. Final summary

Have students identify four duties of a buyer. Have them list two advantages and two disadvantages of a buyer's position.

GENERAL MERCHANDISE

BUYER / ASST. BUYER

Introduction

Today's buyer is a multi-talented person whose responsibilities run from managing a department to giving instructions to the salespeople. It is an exciting and rewarding career for someone who enjoys challenge, likes to be up to date on the latest merchandise.

Work performed

The main task performed by a buyer is to purchase goods from the manufacturer and wholesaler for the purpose of reselling them to the consumer. Other tasks vary from company to company but some examples could be:

1. Pick out merchandise that is to be displayed and advertised.
2. Merchandise pricing.
3. Management of the sales force.

Qualifications

Age: when qualified
Sex: male or female - more females currently in this position, however a male does do well in this profession.

Aptitudes and interests

Enthusiasm, be able to work under pressure, ability to make quick decisions, ability to get along with others, dedication and leadership.

Unions

None

Preparation

Having only a high school education will be a handicap. You have to work and prove you are executive material, whereas college graduates would probably begin working in an executive training program Work experience in the field of retailing is necessary.

Entry methods

Can possibly work your way through the store from a stock or sales position. The better method is to have a two or four year degree in Marketing or Distributive Education and apply for the position of trainee in an executive program.

Advancement and promotion

Work as assistant buyer then promoted to buyer for a department, or department manager, then to buyer. A buyer can become a divisional merchandise manager.

Working conditions

Usually pleasant offices.
Travel depends on what goods have to be bought and the distances to specific markets.

Earnings

Depend on the size of the store, size of department, extent of knowledge. Average salary between $12,000 and $25,000 a year. But it is possible to go up and above $60,000 a year.

Advantages and disadvantages

Store-wide discounts
Good benefits
Pleasant working conditions
Work exciting
Create own hours but working over fourty hours is not unusual
Opportunity to travel for business
Some stores allow you to purchase merchandise at cost.

Outlook for employment

Good: growth is always going on making room for needed buyers.

Related occupations

Buyer in a branch store
Foreign buyer

Bibliography

Retail Buying
Jay Diamond, Gerald Pintel
Prentice Hall, Inc.
New Jersey, 1976

Chronicle Guidance Publications, Inc.
Moravia, New York, 13118
1979 Edition

UNIT IV-A-2: CAREER EXPLORATION
Lesson 10: General merchandise - merchandise manager
(management, midmanagement, specialist level)

I. Behavioral objectives

A. Given a class presentation students will list five duties of the merchandise manager.
B. Given a class discussion, students will list two advantages and two disadvantages of the position of merchandise manager.

II. Apperceptive base

A. Why is the buyer's job so important?
B. Do you feel the buyer should shoulder all the responsibility for buying the right products to sell?

III. Motivational approach

"Why is there a lot of pressure on the buyer? Obviously the buyer must make some very important decisions. However, there is a person who supervises the buyer. This person must coordinate all the efforts of the buyer under him/her. His/her position is definitely the most trying and challenging of jobs in the whole store. If any of you becomes a merchandise manager some day, you may experience some very frustrating and depressing days. However, when you finally master the position, it will be one of the most rewarding (financially and esteem-wise) jobs in retailing."

IV. Aim

To learn the duties and challenges of the merchandise manager.

V. Presentation

Specific material:
See supplemental sheets on merchandise manager.

Suggested ways to cover material:
A. Distribute handout
B. Put handout on transparency.

VI. Medial summary

Ask specific questions relating to the presentation.

VII. Application

Give students the following role-playing situation.
You are the merchandise manager for all of hard goods. You have six buyers and six assistant buyers that work under you. One of your buyers does an excellent job. Sales are up, stock levels are low, profitability great. However, this buyer is beginning to take advantage of good times. The buyer has been coming to work late, and leaving

Presentation (cont.)

early. The other buyers and assistants are starting to complain. You are afraid they will do the same thing. You scheduled a conference with the troublesome buyer and it's already 20 minutes past the time you told him to be in your office. The buyer just now appeared in your doorway. How do you handle the situation?

VIII. Final summary

Have students list five duties of a merchandise manager. Have students list two advantages and two disadvantages of the position of merchandise manager.

IV. CAREER EXPLORATION

D. Food marketing

1. Entry level

   (a) Lesson plan (for lessons 2 to 12 career presentations, see section A, General Merchandise.)

   (1) Introduction to food marketing
   (2) Receiving and marking clerk
   (3) Stock clerk and head of stock
   (4) Sales clerk, salesperson
   (5) Cashier

2. Management, mid-management, specialist level

   (a) Lesson plan

   (6) Traffic clerk
   (7) Customer services
   (8) Department manager
   (9) Buyer / Assistant buyer
   (10) Merchandise manager
   (11) Personnel manager
   (12) Store manager / Assistant store manager

   (b) New lesson plans

   (2) bagger
   (3) Front-end supervisor / head cashier

FOOD MARKETING

Audio-visual aids

The Foodmakers. Careers in Agri-business and Food Production
15 min. ESC-1501
$9.25 (1974)

I can be a Food Processing Worker
10 min. p-i No. 1-11380
$8.50
Paramount 1974 Good Guidvoc
Syracuse University

Welcome to the Food Industries
Thompson - Mitchel Associates
2996 Grandview Ave. N.E. Roberts Building
Atlanta, GA 30305
$100

Grocery Work Methods
Thompson - Mitchel Associates
(address as above)

Careers in Marketing Filmstrip Series
Complete Series - Volumes I - IV 1976
McGraw Hill Publishers
Set 1 - Good Stores - Service - Hotel Lodging

The Courtesy Clerk
Thompson - Mitchel and Associates
(address as above)

Pace Setter in Aisle No. 3 - Training Film
(food) clerks (1966) 15½ min.
General Mills Inc. 9200 Film Center
P.O. Box 1113
Minneapolis, Minn. 55440

UNIT IV-D: CAREER EXPLORATION
Lesson 1: Introduction to Food Marketing

I. Behavioral objective

Given a class discussion, students will list their two favorite stores. Students will list two reasons why they shop there.

II. Apperceptive base

From what store did the consumer buy our orange? (Shop-Rite) Shop Rite is a perfect example of Food Marketing. All activities that take place in a supermarket pertain to food marketing.

III. Motivational approach

"Let's list all of the jobs we have discussed in the Travels of an Orange, while the orange was at the Shop Rite store."

1.
2.
3.
4.

"We will review these occupations in more detail. Pay close attention, for many of you will enter positions that deal with food marketing."

IV. Aim

To take another look at food marketing.

V. Presentation

Food marketing in a retail store is one of the easiest kinds of career trainings to enter. There are many opportunities in food marketing, but it requires a lot of time, hard work and determination. Annual sales were over $143 billion in food stores in the United States.

The average american spends about five times his/her basic needs in food. Customers want to purchase food in retail food stores with pleasant surroundings, clean fixtures, attractive packaging and convenience. People also need and want convenience in their food products. As more families have two working adults, time has become a great concern. People like variety, and that is why stores can sell new items. Variety is the spice of life! Because of these reasons the food industry is large. This contributes to greater opportunities for you, in the area of food marketing as a career choice.

VI. Medial summary

How much money is spent every year in food stores? (over 143 billion).
What are several things people look for when they choose their food store? (Pleasant surroundings, convenience, clean fixtures, attractive packaging.)
Why is the food industry so large? (People want variety, convenience in foods.)

VII. Application

Have students list their two favorite food stores. List two reasons why they like shopping there.

VIII. Final summary

What are several things people look for when they choose their food store?
What are several stores in the area that people like to shop?

UNIT IV-D: CAREER EXPLORATION
Lesson 2: Food marketing - bagger

I. Behavioral objectives

A. Given a handout, students will describe the bagging procedure for ten items.
B. Given a class discussion, students will list three rules of correct bagging.

II. Apperceptive base

Who is the last person to make contact with the customer in the supermarket? (Yes, the cashier or bagger). As you recall, the bagger is the final person to make personal contact with the customer. A cheerful bagger will help to build customer loyalty to the store.

III. Motivational approach

"Has anybody in class ever gotten home from the food store, unpacked the groceries and found that some of your groceries were crushed or broken? This was probably due to a bagger that didn't know what he or she was doing. Not only must a bagger be cheerful and courteous, he/she must also be knowledgeable in packing of groceries.

IV. Aim

A look at the duties of the bagger.

V. Presentation

Specific material:
See supplemental sheets on grocery bagger
Suggested way to cover material:
Distribute handouts.

VI. Medial summary

Ask questions relating to the presentation.

VII. Presentation (cont.)

A. Distribute handout on "How to bag"
B. Demonstrate correct bagging procedure (or have student working in food store do so).

VIII. Medial summary

Ask questions relating to bagging.

IX. Application

BAG IT!

Let each member of your class write the name of one supermarket item on a slip of paper and pass it to your teacher. Then ask your teacher to choose a student to write the entire list on the chalkboard. (If each supermarket department is not represented by at least one item, your teacher will help you round out the list.)

Assuming that 10 items can be put in one bag, divide the number of items on the chalkboard by 10. That is the number of bags needed. Divide a separate sheet or sheets of paper into the same number of columns as you have bags.

Now bag the order, putting into each bag (writing into each column) an equal number of heavy and light items.

When you have figured out which items to put in each bag, number the items in the bags according to whether they will go on the top or the bottom, starting with one for the heaviest item and ending with 10 for the lightest or most fragile item.

Be prepared to explain your bagging decisions to your class members.

X. Final summary

Have students list three job responsibilities of a bagger.
Have students list three rules of correct bagging procedure.

UNIT IV-D: CAREER EXPLORATION
Lesson 2: Handout

HOW TO BAG

The correct bagging of groceries is not a complex task. It is quite easy to do the job right if you follow a few simple rules.

1. Size up the order and then select the correct bag size. A good rule is to use the smallest bag that will carry the load. Do not double-bag unless you are sure the order requires it.

2. Open the bag carefully and begin to build a solid foundation. Try to build a square foundation. You might begin with cereal boxes, canned goods, or a box of soap. A firm foundation helps the bag stand upright. See illustration below.

3. Don't overload by putting all the heavy items in one bag. Distribute the weight evenly among several grocery bags.

4. Build up the walls with flat boxes (cereal, soap powder, and so on) so the bag is firm and easy to carry. You might leave a small center space for breakable items such as glass bottles.

5. Don't pack the bag too tightly. It may tear when picked up. Watch out for those sharp corners! They also cause tearing.

6. Protect the flavor of foods. Items like butter or meat can pick up the strong odor of fresh garlic or a strong cheese. Wrap these items separately. Also wrap any item which is wet. Most supermarkets use plastic bags for this purpose. Dampness can weaken the grocery bag and cause it to tear. A second wrap also provides extra protection for frozen food, meats, and other perishable items. Avoid placing ammonia or bleach in a bag which contains food items. These chemicals can contaminate food.

7. Top the bag with crushable or breakable items. A list of such items includes eggs, potato chips, bread, soft fruits, and light bulbs.

8. Make sure the order is complete. Every item bought should be accounted for.

Customers often need help moving the bags from the store to their car. Some stores move the grocery items in carts to a parcel pick-up station. Other stores encourage customers to wheel out their own order in a shopping cart.

If a store employee loads the grocery items into the customer's car, care should be taken to brace them against a fall. You don't want the items falling over on the way home. Always keep in mind the store's responsibility continues until the customers put away the purchases in their homes.

GROCERY BAGGER

Introduction

In a self-service store, the bagger (and checker) are possibly the only two store employees the shopper has contact with.

Work performed

A bagger:

Packs groceries
Helps keep the checkstand clean, free of debris (e.g., moisture from frozen foods, meats, celery, lettuce leaves, etc.)
Helps keep store entrance clear of shopping carts
Helps keep parking lot or outside doors free of stray carts
Keeps checkstand stocked with bags
Helps with price-checks (cashier should not leave register)

Qualifications

Age: most employers require you to be age 16 - some stress age 18 if you are not in co-op (DE) program
Sex: male or female
Physical requirements: be able to lift full grocery bags (can weigh between 5-15 pounds)

Aptitudes and interests

Must be able to get along with people - you are the last person the customer sees and have a responsibility to leave good impression - smile! - say thank you.

Must be able to correctly bag customer's purchases.

Unions

Unions available, usually joins (e.g., Retail Clerk Union)

Preparation

None required, entry-level job

Advancement and promotion

The turnover of help is high in supermarkets. Good chance for advancement, usually to stock-clerk or cashier. Often a handbook will be given to you if you are interested in advancement.
You will be required to study department codes, numbers, prices of merchandise, etc. If you pass a test you can then become a cashier.

Earnings

Usually minimum wage for first month - then join union increase of approximately 30¢-50¢ an hour. Average review time is every six months, at which time a raise may be in order.

Advantages and disadvantages

Excellent benefits - medical, dental, eyeglasses
Good opportunity to work your way up
Get to know store merchandise, brands, price lines
Regular hours
Holiday and Sunday work - also overtime pay
Customer problems - irritable because of speed (waiting on line too long), improper bagging, customers insisting on double bagging when store policy is single bag.
On feet all the time; winter wind and cold
Must be flexible to handle many responsibilities

Outlook for employment

Fair - with more warehouse-type food-stores opening, customers are expected to bag their own groceries.

Related occupations

Stock-clerk, cashier

Bibliography

Food Marketing - Barry L. Reece
Gregg Division, McGraw Hill Book Co.
New York 1979

Occupational Outlook Handbook
U.S. Department of Labor
Bureau of Labor Statistics No. 1955
1978-1979 ed.

UNIT IV-D: CAREER EXPLORATION
Lesson 3: Food marketing - front-end supervisor / head cashier

I. Behavioral objective

To give a role-play situation in which students can assume the role of front-end supervisor to solve everyday problems the front-end supervisor is confronted with every day.

Given a class discussion, students will list three responsibilities of the front-end supervisor.

II. Apperceptive base

A. Why is the job of bagger so important to building customer good will?
B. List three rules in bagging groceries.

III. Motivational approach

The bagger and cashier must always be courteous to the customer. These two people work at the front-end of the store. The person in charge of them is the front-end supervisor. He will hire the bagger and cashier in a large supermarket. If there are any problems with the cash register, the cashier will normally call the front-end supervisor for assistance.

IV. Aim

To learn the duties of the front-end supervisor.

V. Presentation

Specific material:
See supplemental sheets on front-end supervisor / head cashier.

Suggested ways to cover material:
A. Distribute handouts
B. Have guest speaker
C. Use audio-visual aids (for this see bibliography)

VI. Medial summary

Ask questions relating to presentation.

VII. Application

Have students role-play the following problem.
You are the front-end supervisor. You have a bagger that is too slow for the amount of time (s)he has been employed. (S)he does, however, have a friendly personality and a helpful attitude. (Remember importance of a positive attitude.)

Application (cont.)

You are a bagger. You've been employed for five months by Food City. You would like to become a checker. You know your bagging is a little slow, but you like to take your time and do the job right.

VIII. Final summary

Review the students' ways of handling the problem. If they do not solve the problem to your satisfaction, review the following approach:

Manager: "Sam, I like the way you talk to the customer and your friendly, helpful attitude. This is one of your jobs, and you do it well. Now that you have been a bagger for the last six months, how do you like the job?"

Sam: "It's okay, but I would like to be a checker."

Manager: "That's good that you want to advance, but if you remember when you started to work here, I told you that your advancement would be based on how well you do your job as a bagger."

Sam: "How am I doing?"

Manager: "This is what I want to talk over with you. As I say, I like your friendliness and courtesy, but you seem to have trouble keeping up with the checkers."

Sam: "I know I'm slow, but I like to take my time and do the job right."

Manager: "That is good, but bagging doesn't take all that much time and effort. It's a combination of skill and right packing. After you finish your break at 2 P.M. today, let's meet over in the far checking stand and go over the techniques again. It will help you do a better job, and then you can start working toward that checker's job."

This is the soft approach. You have told the employee that he has a problem, but the solution will be found in instruction. You commended him for his good points and gave him additional motivation to want to improve. This is a far better way than giving the employee a lecture or telling him that he had better shape up fast or go looking for another job.

FRONT-END SUPERVISOR / HEAD CASHIER

Work performed

The front-end supervisor is in charge of running the front-end. this includes:

Balancing the books
Making depisits
Planning, writing and administering the front-end schedule
Hiring and training
Customer relations (courtesy booth, complaints, problems, rainchecks, etc.)
Check cashing
Keeping records regarding coupons, trading staps and food stamps.

Job environment

Pleasant, clean

Qualifications

Age: when qualified
Sex: male or female

Aptitudes

Must be able to get along with people
Must be able to handle large sums of money
Must be able to control paperwork (schedules, deposits, etc.)

Unions

Usually belongs to union and pays union dues.

Preparation

High school diploma
College not necessary but business majors have slight advantage
Bookkeeping, accounting and business math are recommended subjects
Experience without the title usually necessary

Entry method

Usually a front-end supervisor works his/her way up through the store, you must be able to prove your capability, trustworthiness, etc. (from cashier).

Advancement and promotion

The front-end supervisor is a respected managerial position in the store. There is an opportunity for advancement to the position of assistant store manager, or store manager, however, you must have ambition. It will take a number of years to reach your goals.

Earnings

In 1980 the average front-end supervisor makes approximately $7.50 an hour.

Advantages and disadvantages

Regular hours, some night work, some Sundays and holidays.
Steady employment
Great deal of responsibility
Interact with pleasant and unpleasant customers
Excellent benefits
No strenuous physical work
Easy-to-get job in similar capacity in other areas

Outlook for employment

Good to excellent

Related occupations

Office work: payroll, credit department, customer relations

Bibliography

Food Marketing
Barry L. Reece
Gregg Division, McGraw Hill Book Co.
New York, 1979

FOOD MARKETING

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F O O D B R O K E R T E L E R I G A T B L A D B
R O R S A O E G R E A T V I E L N E O S E A S C
C H A H G U P E R P A R C A S O M E F R R E V U
D A C E G T R J A S E L A S K C O T S E V I L S
N S K O E E I F O U S E S L A A E R S C U P I T
B Y S N R S V E R R Y E H R A R W O N E E R F O
D R A U T A S A L E S S I E E R A U D I C E R M
U G L S T S P F I L M D E P A Y M A M V N U B E
M T E K R E E P O R T S R R E O H O R I M A T R
Y L S U G S T O C K C L E R K U O S I N I O N S
E D P V A D D P R R D M O Z O T W S O G R I N E
A F E M I L U G H R A N D S L P E D W C D E A R
H J R E A S O K A Y H O L I R E A T H L A T N U
S F S M M E A T W R A P P E R R Y T R E E B R I
T R O L D O W E L L S T K A N S P R S R G O O C
R A N I V E Y E A B A B R Y S O G T B K T H I E
A S P L C O T R U C C O E A N N P A U N T C O S
P M G V U J R A D D L Y K R E Y U B C K C B O G
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OCCUPATIONS

BAGGER
CARRY OUT PERSON
CASHIER
FOOD BROKER
LIVESTOCK SALES
MEAT WRAPPER

RACK SALESPERSON
RECEIVING CLERK
ROUTE SALES
STOCK CLERK
BUYER
CUSTOMER SERVICES

FOOD MARKETING

F O O D B R O K E R T E L E R I G A T B L A D B
R O R S A O E G R E A T V I E L N E O S E A S C
C H A H G U P E R P A R C A S O M E F R R E V U
D A C E G T R J A S E L A S K C O T S E V I L S
N S K O E E I F O U S E S L A A E R S C U P I T
B Y S N R S V E R R Y E H R A R W O N E E R F O
D R A U T A S A L E S S I E E R A U D I C E R M
U G L S T L P F I L M D E P A Y M A M V N U B E
M T E K R E E P O R T S R R E O H O R I M A T R
Y L S U G S T O C K C L E R K U O S I N I O N S
E D P V A D D P R R D M O Z O T W S O G R I N E
A F E M I L U G H R A N D S L P E D W C D E A R
H J R E A S O K A Y H O L I R E A T H L A T N U
S F S M M E A T W R A P P E R R Y T R E E B R I
T R O L D O W E L L S T K A N S P R S R G O O C
R A N I V E Y E A B A B R Y S O G T B K T H I E
A S P L C O T R U C C O E A N N P A U N T C O S
P M G V U J R A D D L Y K R E Y U B C K C B O G

OCCUPATIONS

BAGGER
CARRY OUT PERSON
CASHIER
FOOD BROKER
LIVESTOCK SALES
MEAT WRAPPER
RACK SALESPERSON
RECEIVING CLERK
ROUTE SALES
STOCK CLERK
BUYER
CUSTOMER SERVICES

FOOD MARKETING

SUPPLEMENTARY MATERIALS

Resources

Butt, Clifford; Hailes, William D.; Hemenway, Wesley. Introduction to Supermarket Occupations. Delmar Publishers, Inc. New York, N.Y. 1967

Reece, Barry L. Food Marketing. Gregg Division, McGraw Hill Book Company, New York. 1979

Dill, Michael; Joan Wainer and Janice Williams. Food Marketing Industry Course of Study. Distributive Education - Bider Collete. June, 1978

IV. CAREER EXPLORATION

E. Advertising and Display Services

1. Entry - level / management, mid-management, specialist level

(a) Lesson plan

(1) Introduction to advertising and display service
(2) Layout artist / mechanical paste-up artist
(3) Copy writer / copy chief
(4) Proofreader / production manager
(5) Radio - TV salesperson
(6) Sign writer
(7) Display helper / display consultant
(8) Advertising manager
(9) Art director

ADVERTISING AND DISPLAY SERVICES

Audio-visual aids

Sperry Univac - Advertising and Sales promotion.
P.O. Box 500
Blue Bell, PA 19422

The Unexpected (Xerox TV Commercials)
1975
West Glen Films
565 Fifth Ave. New York, N.Y. 10017

Advertising and Design (The Design Group, Inc.)
Videocassette - 20 min. / color
Order No. EVU 1694
Purchase $150 / rental $8.75
Audio-visual Center
Indiana University, Bloomington, Indiana 47405

Communications - Print media (Journalist)
Videocassette - 20 min. / color
Order No. EVU 1755
Purchase $150 / rental $10.25
Audio-visual Center
Indiana University
Bloomington, Indiana 47405

Career Education System Program - A series 1973
Careers with a Television Station
Guidance Association, Harcourt Brace and World
23 Washington Ave., Pleasantville, N.Y. 10570

UNIT IV-E: CAREER EXPLORATION
Lesson 1: Introduction to Advertising and Display Services

I. Behavioral objective

Given a handout, students will fill in an advertising research form to determine radio and TV viewers' program preferences.

II. Apperceptive base

A. "Where did Shop-Rite advertise our orange?" (newspaper)
B. "Where else could Shop-Rite have advertised our product?" (Get TV, radio, magazines, etc.) (You may want to get into a definition of different media at this point.)

III. Motivational approach

A. List several words from famous ads and have students determine the product.
(Example: "Things go better with ________________.")

IV. Aim

To introduce students to advertising.

V. Presentation

Specific material:
Introduction to advertising services.

"Hear ye, hear ye! Baker's has just received a shipment of fine silks!" Announcements like this one were once made by town criers who were hired to advertise the goods of local merchants in the American colonies. When newspapers came along, shopkeepers found it more profitable to put printed notices in the papers.

Nationwide advertising began in the 1870's, when seed companies and dygoods companies used catalogs to reach customers directly. About the same time, patent-medicine companies became major advertisers in newspapers and magazines. They found many customers in the sparsely populated areas where doctors were not available. Railroads and steamship lines were other early advertisers. They promoted the advantages of their ways of transportation and published their rates and schedules.

Late in the nineteenth century, many manufacturers began to package their products and sell them under brand names. This bagan a new era of advertising because it made consumers aware of brands. By World War I, advertising had developed into a billion-dollar business, and it has continued to grow ever since. In a recent year, over $33 billion was spent on advertising. This important and exciting business has expanded its horizons in a manner undreamed of in the days of the town crier.

Presentation (cont.)

What advertising is:

Advertising means "telling and selling." Or, as the American Market Association puts it: "Advertising is any paid form of nonpersonal presentation and promotion of ideas, goods or services by an identified sponsor," that is, the company that is paying the costs of advertising.

(William H. Antrim, Advertising. Second Edition. New York: Gregg Division, McGraw Hill Book Company. 1978. p.l.)

VI. Medial summary

What is advertising?
Give an example of an advertiser
What is one form of advertising media?

VII. Application

Have student complete Handout No. 1 on Advertising Services.

VIII. Final summary

Discuss results of handout. Have students determine what effect advertising has in their lives.

Audio-visual aids

Marketing as a Career, with emphasis on Advertising
KA-107
Association Films, Inc.
866 Third Ave.
New York, N.Y. 10022

UNIT IV-E: CAREER EXPLORATION
Lesson 1: Handout No. 1 - Advertising Services

RADIO AND TELEVISION ADVERTISING

For the local businessman radio and television advertising present additional opportunities to build the business' image and to carry out specific promotional tasks. The purpose behind using radio or television is no different from the purposes behind the use of other media; that is, to communicate a message to potential customers. The preparation of the advertising message is not unlike that for other media, but certain techniques do differ. As with other media, the advertiser should know about the listener who will hear his message, when the listener will be more apt to hear it, the type of program his product will best fit, and the task he wants to accomplish.

This project will provide some insights into the concerns of the radio and television advertiser and give some practice in preparing advertising messages for radio and television.

Different groups of people have different radio listening habits. Interview 15 students or some other such group, asking the following questions:

1. What radio station do you listen to most often?
2. What hours during the week do you usually listen?
3. What hours during the weekend do you usually listen?
4. Is there a special program that you listen to regularly?
5. What kinds of products are advertised during the times you listen?
6. Where do you listen (home, car, portable, work)?

Using the data obtained from these interviews, answer the questions below:

1. What radio station was listened to most often? ______________________
2. During what hours were most interviewees listening? _________________
3. How did weekend listening hours differ from weekday listening hours?
   ____
4. What special program was listened to most? __________________________
5. Where did most people listen? _____________________________________
6. Select a product. If you wanted to sell this product to the group you interviewed, at what time, on what program, and on what station would you advertise? Why? ____________________________________
   ____
   ____
   ____

Television viewing frequently follows a different pattern than radio listening. Ask the following questions of three adult television viewers and then compare their answers.

1. At what time of day do you most often watch television?

Person 1 ____________________

Person 2 ____________________

Person 3 ____________________

2. How much time per week do you spend watching television?

Person 1 ____________________

Person 2 ____________________

Person 3 ____________________

3. What advertisements on television do you particularly like?

Person 1 ____________________

Person 2 ____________________

Person 3 ____________________

4. What could be done to improve the advertisements on television?

Person 1 ____________________

Person 2 ____________________

Person 3 ____________________

5. What products have you purchased largely because of advertising on television?

Person 1 ____________________

Person 2 ____________________

Person 3 ____________________

6. What type of television program do you particularly like?

Person 1 ____________________

Person 2 ____________________

Person 3 ____________________

On the basis of the above answers, what conclusions can you draw regarding the best possible use of television advertisements? Write an analysis on a separate sheet of paper.

UNIT IV-E-2: CAREER EXPLORATION
Lesson 2: Advertising - layout artist/mechanical paste-up artist

I. Behavioral objective

To give a class discussion and class presentation which will enable the students to list five areas where the layout artist works.

II. Apperceptive base

A. What effect does advertising have on our lives?
B. What is your favorite commercial?

III. Motivational approach

"What if we wanted to improve sales in our school store? We could put together a bulletin board advertising certain of our school store's products. Before we begin constructing our ad, we must plan, by sketching, the pictures we will use. Will the pictures that we use in the ad attract the attention of people passing by, and will it convey a message to our fellow students?"

"We will be doing the same thing a layout artist would do if he/she were developing an ad."

IV. Aim

To learn the job of the advertising layout artist.

V. Presentation

Specific material:
See supplemental sheets on layout artist / mechanical paste-up artist.
Suggested ways to cover material:
A. Distribute handouts
B. Guest speaker from local advertising agency
C. Use audio-visual aids.

"Newspaper layout"
14 min. 2-10221 Color $10.00
Film Rental Center of Syracuse University
1455 East Calvin St. Syracuse, N.Y. 13210

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Have students design (illustration, lettering, etc.):
A. A button for your local DE program
B. A button for DECNJ
C. A button for your local high school

(Have buttons printed and make your own buttons with button maker, or have buttons reproduced - market them in your school store, or as a mini-sales project).

VIII. Final summary

List five areas in which the layout artist can work.
Have students explain why your aptitudes and interests are extremely important to this occupation.

LAYOUT ARTIST

Introduction

Did you ever see a really great ad and wonder what went into making it? Well, that's the interesting job of a person, the layout artist. (S)he is the one behind the scenes.

Work performed

Layout artists are employed in business and industry to design and draw many of the illustrations in books, magazines, newspapers, television commercials, posters, displays and calendars. They could aso prepare charts or maps, do lettering either freehand or with mechanical aids, sketch and design greeting cards, and draw movie cartoons.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Creative ability and artistic aptitude, the ability to dream up ideas and then show their ideas with drawings or paintings.
Color sense, depth perception, balance, good finger dexterity and eye-to-hand coordination.
Ability to accept criticism and suggestions without getting upset.

Unions

None

Preparation

High school diploma
Vocational school
Two-year art college
College education in liberal arts program

Entry method

During school and college, a portfolio should be maintained, which will be presented to various art schools and potential employers. Armed with the portfolio and a resume, candidates should write, call or visit and ask for interviews with art directors or supervisors in business and industries.

Advancement and promotion

The advancement opportunities are good for commercial artists with talent and ambition. You can advance to an art director, head of an art department, supervisor of an industrial art company. After years of experience you have the opportunity to open your own business.

Earnings

Thirty-five to forty- hour work week, although there may be some overtime to meet deadlines
Salary is varied according to your portfolio; the more schooling that is behind you, the higher the salary you will earn. If graduate of a design school, $12,000 - $20,000 (for agency work).

Advantages and disadvantages

Work under stress
Competitive field
Schooling needed to go ahead
No physical strength needed
Steady employment and regular hours.

Outlook for employment

Excellent! But competition is rough at the beginning.

Related occupations

Cartoonist
Clothes designer
Landscape architect
Print maker.

Bibliography

Chronicle Guidance Pub., Inc.
Moravia, N.Y. 13118
Edition 1978

MECHANICAL PASTE-UP ARTIST

Introduction

An important job in advertising is that of the paste-up artist. His/her work is of great importance to an advertising agency for without him/her the ad would never be set for printing.

Work performed

Set up the ad from printing, after it has been designed and approved. Give it to the copy department for checking. If the ad is done properly, complete the last minute check and send the add off for printing.

Work environment

Office work - clean, well lighted.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Accuracy, interest in artwork and advertising
Must be able to listen to instructions
Have drive

Unions

None

Preparation

High School diploma
College helpful in art areas
Job available for people who excell in art

Entry method

Apply to agency with portfolio of work.

Advancement and promotion

Can advance all the way to art director after years of experience. Must have drive and ability in the business.

Earnings

$12,000 - $35,000

Advantages and disadvantages

Work under stress
Take instructions from others
Responsibility to get work done
Work can be boring, not too much change in daily schedule

Outlook for employment

Good

Related occupations

Jobs in art field
Clerk in ad agency

Bibliography

Advertising Services
Ralph D. Wray
Gregg Division, McGraw Hill

UNIT IV-E-3: CAREER EXPLORATION
Lesson 3: Advertising - copywriter / copy chief

I. Behavioral objectives

A. Given a class discussion, students will define copy.
B. Given a project, students will list needed courses to take in high school and college to enter into the field of copywriter.

II. Apperceptive base

In your own words, describe the work that a layout artist does.

III. Motivational approach

"We have seen the work we will have to do as layout artists to design the bulletin board, promoting the school store. Sketching the pictures is a vital part of developing an ad; however, we will need catchy words and lettering to complement the drawings and achieve maximum effectiveness. This is the work of the copywriter."

IV. Aim

To learn the job of an advertising copywriter.

V. Presentation

Specific material:
See attached sheets on copywriter
Suggested ways to present material:
Distribute handouts.

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Give students copywriting project (advertising and display).

VIII. Final summary

Have students explain what subject matter they should take and do well in, during school; why it is important.
Have students explain what copy is.

COPYWRITER

Introduction

The first copywriter was hired 100 years ago to write advertising messages for magazines and newspapers. Items written to appear in print are referred to as copy and the person who did the writing, the copywriter.

Copywriters today are employed wherever written and verbal advertising is prepared.

Work performed

The American Association of Advertising Agencies defines copywriter as salesperson, interpreters and writers. In preparing the advertising copy they must be able to interpret seller's technical language into an ad that will please and attract the customer to the ad. They sell the product through words instead of pictures as an advertising (layout) artist would.

Working conditions

Favorable - indoors at desks from 9 to 5 daily.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Talented in both speaking and writing
Must be persistent and creative
Be able to make sound judgements
Demands research so ability in obtaining facts is needed
Must be steady and consistent

Unions

None

Preparation

High school experience
Ex - work on school newspaper, yearbook, college prep. courses.
High school diploma
College degree
Experience in selling or writing for the media

Entry method

Write or call advertising departments of retailers or consumer goods manufacturers. Applicants should include a resume and a portfolio of any ads done.

Advancement and promotion

Can advance to senior copywriter with possible future as a company executive.

Earnings

Salary varies with location and company. A beginning copywriter can earn $7,000 - $16,000 yearly. A senior copywriter can earn $15,000 to $60,000 yearly.

Advantages and disadvantages

Work often performed under pressure.
Rewards and risks are high
No glory goes to copywriter from the public
Offers excitement and a challenge
Seldom bored with work

Outlook for employment

Good experience will give you an advantage
Field is very competitive but rapidly growing
Outlook is good to excellent.

Related occupations

Creative writing
Journalism and editorial work
News reporting and writing
Editor
Translator

Bibliography

Chronicle Occupational Brief
Moravia, N.Y. 13118
Edition 1976
3rd Ed. D.O.T. 132.088

UNIT IV-E: CAREER EXPLORATION
Lesson 3: Handout

ADVERTISING COPY

The body copy contains the selling message of the advertisement. Good copy keeps to the point, stresses customer benefits, provides facts about the merchandise or service, and asks the customer to come in, look, and buy. Copy should be simply stated, using words customers can understand. Trite phrases and unusual words should be avoided in most business advertising.

Four samples of advertising copy are given below. Mark each sample as follows: (a) underline words that stress customer benefits; (b) circle words that ask for action; (c) draw a line through words which are unnecessary. Then answer the question following each sample.

Picture this imposing chair in your living room! Colony House has it for immediate delivery in provincial print with graceful fruit-wood-finish legs. Or we will custom-cover it, in your choice of hundreds of superb fabrics, for future delivery. And the savings will delight you!

What is the strongest feature of this copy?

Ratchet no-pull starter. 4-cycle engine. Heavy-duty geared transmission with forward, neutral, and reverse. Full remote controls with foot-operated brake and clutch. 4 cutting heights. Direct chain drive. Terrific value at this price.

Does this copy tell what the merchandise is?

This efficient unit by "Safe Electric," attachable to any outlet, turns on lights at dusk and off at dawn without any special instalation. A "photoelectric" eye exposed to outside light from a window sill controls the operation.

What element is missing from this copy?

Decorate floor surfaces inside and outside your home with this easy-to-apply, quick-drying enamel. It leaves a smooth, mar-resistant, colorful finish. Also for basement and carport. Choose from a wide assortment of colors. Quart can.

What element is missing from this copy?

Rewrite each of the following samples of advertising copy according to the principles of good body copy.

A quality low cost steel executive
swivel arm chair. Adjustable for
both height and tension. Available
in sage tan with expresso brown
up-holstery or gray with bronze
green upholstery. A $55.95 value.

It's versatile, it's smart... petite
lady shifts of arnel jersey for
fashion summer's most popular dress.
Styled with cap sleeves, round roll
collar, tie belt. White, blue, or
black stripes. Sizes 12 1/2 to 22 1/2

Given below are facts about merchandise which is to be advertised. Using this information, write 30-35 words of copy which would help convince the customer that he/she should buy this merchandise.

Swivel rocker - hardwood construction.
Foam rubber cushions. A 5-prong
safety swivel base - will not tip.
Several different fabrics and colors.
Fabrics treated for easy cleaning.
Wing back, straight back, low back
styles. Arm covers free. Price $74.
Delivery and Credit.

Men's dress shoes - sizes 6 1/2 to 13.
Leather soles, rubber heels. Brushed
pigskin or glove leather uppers.
English last. Brown, tan, gran and
olive. Leather lined, cushioned
insole. Prices $11.95 to $15.95.
Oxfords and slip-ons.

COPY CHIEF

Introduction

A copy chief is the person who approves what the copywriters complete. It is his/her job to make sure that messages are conveyed in an effective way to audiences of newspapers, magazines, radio, television, and other forms of media. A copy chief is needed wherever written and spoken advertising is prepared to make sure copi is in shape before it is presented to the public.

Work performed

A copy chief is a managerial position that oversees the copywriters. One must know the business well and understand why people buy products. The copy chief must be able to make sure that the right terms are being used when the technical language of the advertising business is translated into a common language for the public.

Job environment

Favorable, work indoors, in well-lighted rooms.
Copy chief usually has her/his own private office.

Qualifications

Age: when qualified
Sex: male or female

Unions

None

Preparation

High school diploma
College degree in areas of journalism, business, humanities or social studies.
Experience is a must.

Entry method

Apply directly to agency when enough experience has been gained in the advertising business.

Advancement and promotion

In this specific department a copy chief is a position of great authority. It is possible to move up to an executive board position within the advertising agency or depar ment.

Earnings

Salary with anual earnings of $14,000 to $60,000 +

Advantages and disadvantages

Pressure of deadlines
Not recognized by the public for a job well done
Exciting work and seldom boring
Rewarding career for a hard, industrious worker
Extremely competitive.

Outlook for employment

Good to excellent

Related occupations

Editor
Broadcast news analyst
Reporter
Translator

Bibliography

Chronicle Guidance Pub., Inc.
Moravia, N.Y. 13118

UNIT IV-E-4: CAREER EXPLORATION
Lesson 4: Advertising - proofreader / production manager

I. Behavioral objective

Given an assignment, students will proofread an ad in the making.

II. Apperceptive base

Who are the two people in advertising whose job is to sketch the pictures and write the words for an ad?

III. Motivational approach

Let's assume we have competed our bulletin board. We will now need an expert to come and make sure we have made no grammatical errors, or typing errors. This person is the proofreader.

IV. Aim

To learn the job of advertising proofreader.

V. Presentation

Specific material:
See supplemental sheets on proofreader (production manager)

Suggested ways to present material:
A. Distribute handouts
B. Use audio-visual aids:
   (See bibliography)

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Give students proofreading assignment.

VIII. Final summary

Review proofreading assignments.
Have students list two advantages and two disadvantages of this occupation.

Advancement and promotion

They are few and far between. After the journeyman position is achieved, promotion only takes place if the worker has another skill such as camera work, or composition room experience. This would give them opportunities to work at other departments of a company.

Outlook for employment

Good to excellent.

Earnings

Paid by salary and the amount varies with the company and experience. $20,000 are the typical earnings.

Advantages and disadvantages

40-hour work week
Good benefits (paid holidays, paid vacations, sick leave, etc.)
Eyestrain
Subject to boredom
Pressure from deadlines

Related occupations

Typist, traffic clerk, customer service work, library cataloguer.

Bibliography

Chronicle Guidance Pub., Inc.
Moravia, N.Y. 13118
Ed. 1976. 3 ed. D.O.T. 209.688

PROOFREADER

Introduction

Without the proofreader the publishing industry would be in big trouble. These people are the key to printing a well-read and mistake-proof ad. Without them an ad would go out in such a shape that people would lose faith in the company or the newspaper.

Work performed

In the printing and publishing industry the proofreaders read copy for errors in grammar, typing and composition. All errors are then marked with proofreader's symbols to indicate to the typist or compositor what has to be corrected. They may work alone or in pairs.

Qualifications

Age: when qualified
Sex: male or female.

Aptitudes and interests

Must be a fast reader
Be able to work in a noisy atmosphere
Patience, good vision and ability to comprehend a wide range of material
Common sense, good English skills

Unions

Newspaper publishers usually require membership in the International Typographical Union. No license is required to be a proofreader.

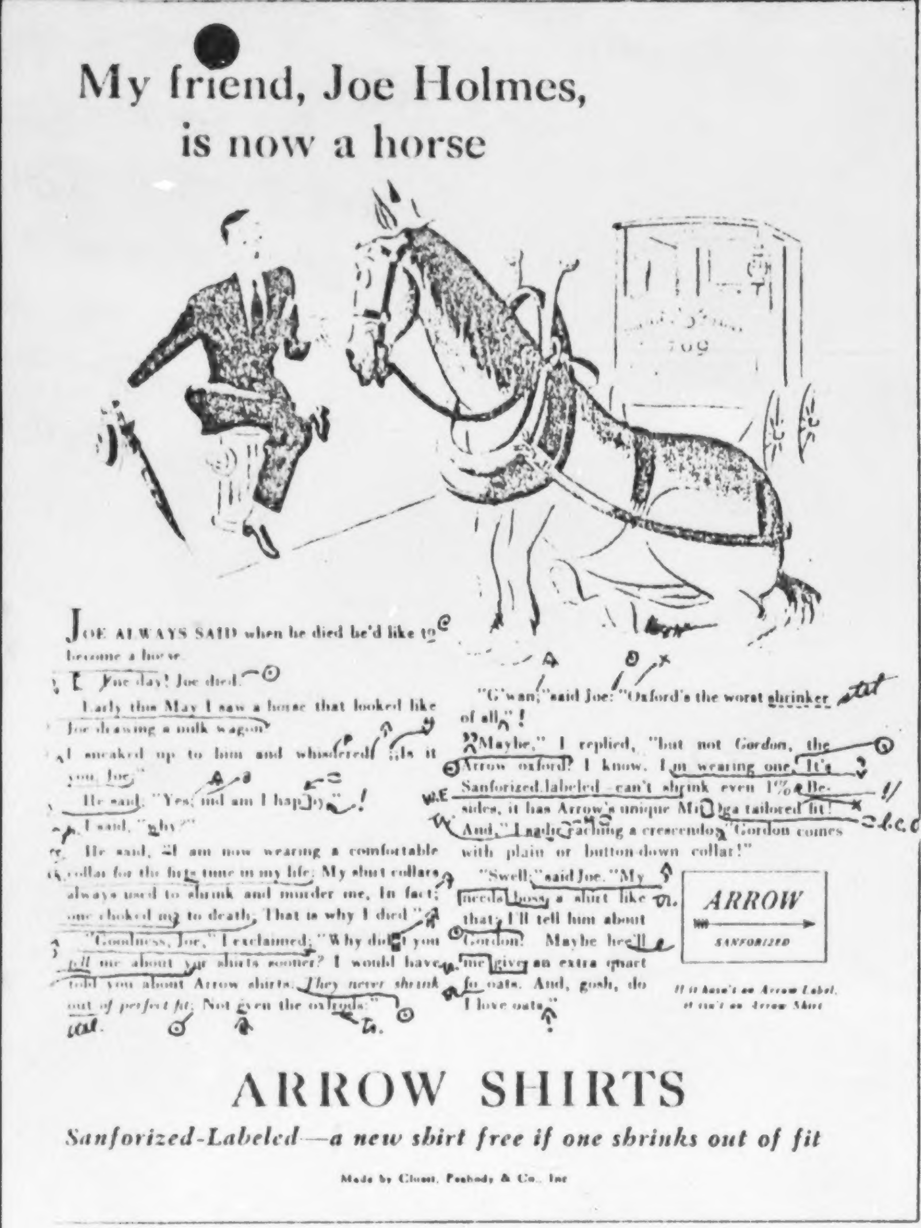
Preparation

Background of English, and printing along with High School diploma needed for first step, which is to be an apprentice. Next step would be to advance to journeyman after years of experience.

Entry method

Apply through the proper union official. Performance tests are given in proofreading and composition etc. If you pass, you are then admitted into the union and hopefully hired by a company.

Also, secretaries in publishing companies who have excellent language skills could advance to proofreader position.



My friend, Joe Holmes, is now a horse

JOE ALWAYS SAID when he died he'd like to become a horse.

One day! Joe died.

Early this May I saw a horse that looked like Joe drawing a milk wagon.

I sneaked up to him and whisdered, Is it you, Joe,"

He said, "Yes; and am I happy"

I said, "why?"

He said, "I am now wearing a comfortable collar for the first time in my life; My shirt collars always used to shrink and murder me. In fact; one choked me to death, That is why I died."

"Goodness, Joe," I exclaimed; "Why didnt you tell me about your shirts sooner? I would have told you about Arrow shirts. *They never shrink out of perfect fit*; Not even the oxfords."

stet

"G'wan;" said Joe: "Oxford's the worst shrinker of all" !

stet

Maybe," I replied, "but not *Gordon*, the Arrow oxford? I know. I m wearing one. It's Sanforized-labeled - can't shrink even 1% Besides, it has Arrow's unique Mitoga tailored fit! And," I said reaching a crescendo, "Gordon comes with plain or button-down collar!"

"Swell;" said Joe. "My needs boss a shirt like that; I'll tell him about Gordon. Maybe he'll me give an extra quart fo oats. And, gosh, do I love oats."

ARROW

SANFORIZED

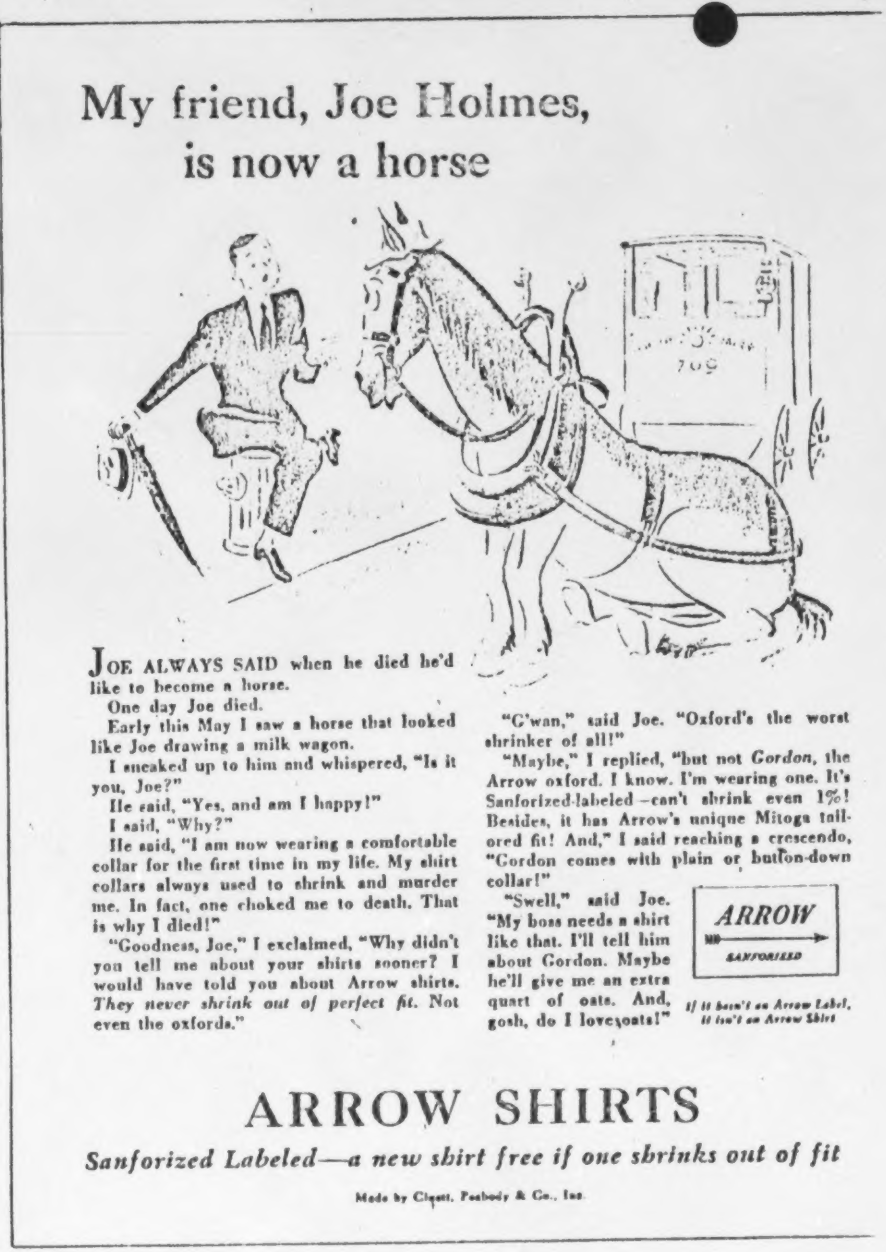
If it hasn't an Arrow Label, it isn't an Arrow Shirt

ARROW SHIRTS

Sanforized-Labeled—a new shirt free if one shrinks out of fit

Made by Cluett, Peabody & Co., Inc.

Obviously this ad would never be released even from the most amateurish typographer's shop. If it were, it would be his last. We have incorporated practically all the errors in the book in this setting merely to show how they are designated. Incidentally there are four or five typographical errors which are not indicated —*can you spot them?*



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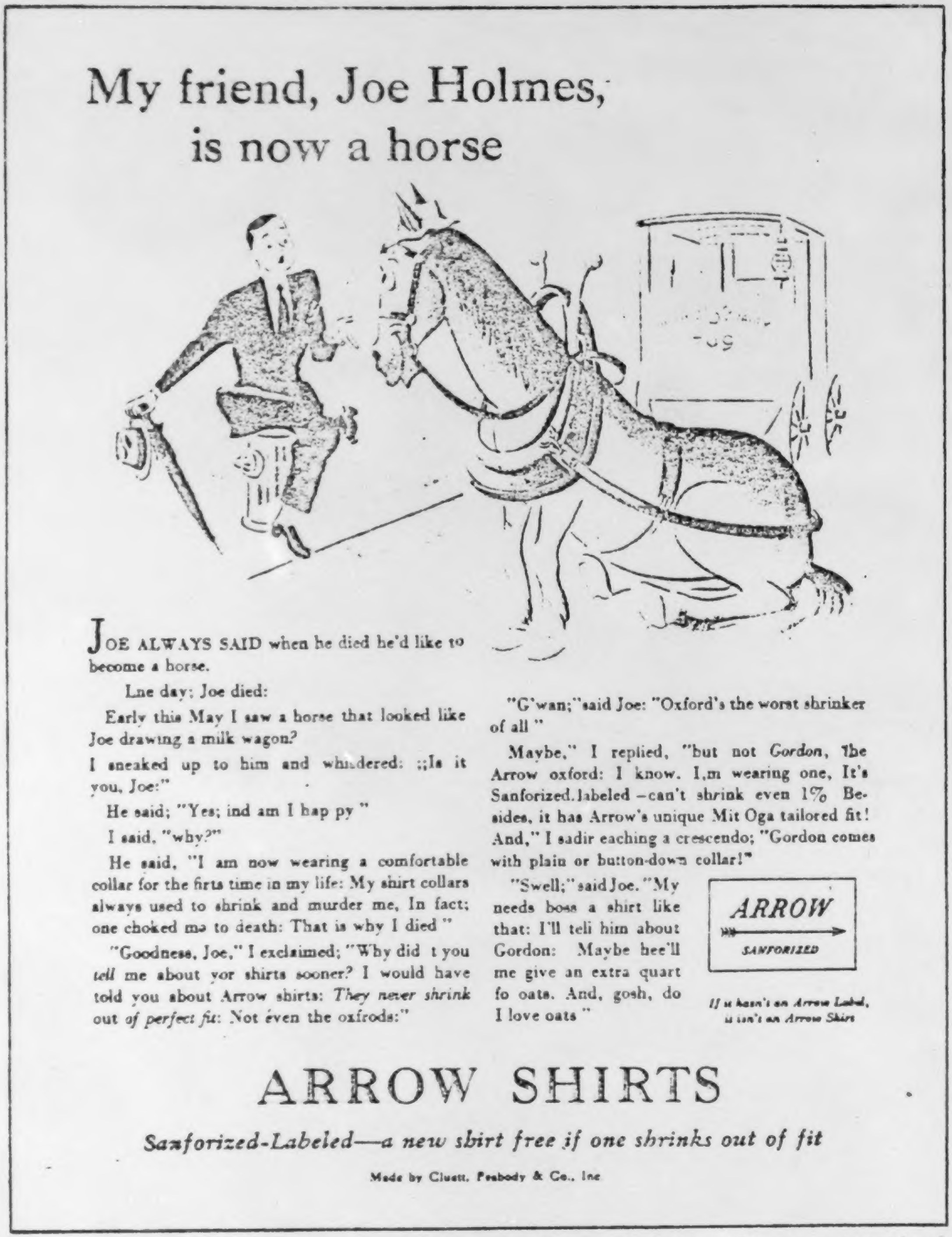
This is the way the ad looks after the corrections have been made and plates are ready for the publications.



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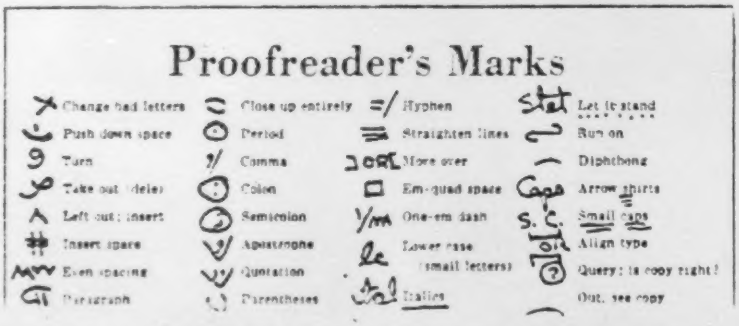
This ad contains 60 typographical errors (more or less.) Can you spot them?



Proofreader's Marks

Change bad letters	Close up entirely	Hyphen	Let it stand
Push down space	Period	Straighten lines	Run on
Turn	Comma	Move over	Diphthong
Take out (dele)	Colon	Em-quad space	Arrow shirts
Left out; insert	Semicolon	One-em dash	Small caps
Insert space	Apostrophe	Lower case (small letters)	Align type
Even spacing	Quotation	Italics	Query: is copy right?
Paragraph	Parentheses		Out, see copy

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PRODUCTION MANAGER

Introduction

A managerial position - one who is in charge of a wide range of duties in the area of production. Without the production manager no ad would be produced, for he is the backbone of production.

Work performed

To watch over the proofreaders and production artists. Make sure all work is done on time, in proper order and ready to be reproduced. He must have knowledge of the jobs he supervises because at any time he must fill in or help out in any department.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

A. Managerial leadership
B. Knowledge of the advertising business
C. Ability to get along with others
D. Must be able to delegate authority.

Unions

None.

Preparation

High school diploma
College degree helpful

Entry method

Can advance through company from a proofreader, or apply directly to company when enough experience has been gained.

Advancement and promotion

Promotion from within. Can apply to company, can also advance to an executive in the company if (s)he shows the ability and desire.

Earnings

Average $15,000 to $20,000 yearly, depending on experience.

Advantages and disadvantages

Regular hours
Pleasant working conditions
Some work done under stress
No physical strength needed

Outlook for employment

Good

Related occupations

Traffic manager
Manager in other fields
Clerk

Bibliography

Advertising Services
Ralph Wray
Gregg Division, McGraw Hill. 1979

UNIT IV-E-5: CAREER EXPLORATION
Lesson 5: Advertising - radio, TV, salesperson

I. Behavioral objectives

To give students a list of products from which they will assign a given product to a TV show, basing their choice upon the kind of viewing audiences attracted by those shows.

Given a class presentation, students will list two advantages of being a radio - TV salesperson.

II. Apperceptive base

A. List the three people we have just discussed in the creation of an ad and identify one major responsibility of each.

III. Motivational approach

"We have just completed our bulletin board ad and sales are increasing. We won't stop here. Let's tell our story over the school P.A. system and broadcast a radio message to the whole school. We decide to call the office to see if it is possible. In 15 minutes, our Vice-principal, Mr. Smith, comes to our class and asks us how much time we want in the P.A. System, and what morning we would like to broadcast. We want one minute ads for one week. Mr. Smith informs us it will cost $5.00 a day. "Okay, we'll take the money out of our increased profits."

Mr. Smith is assuming the duties of a radio salesperson, a very important and critical job in the field of advertising.

IV. Aim

To learn about the job of advertising products.

V. Presentation

Specific material:
See supplemental sheets on Radio - TV salesperson.

Suggested ways to cover material:
A. Distribute handout
B. Have students conduct a telephone interview with a radio or TV salesperson.
C. Field trip to a local radio or television station.
D. Have guest speaker - Cable vision, HBO
E. Use audio-visual aids

"Careers in Television - Producing Advertising Commercials"
Educational dimensions
Corp. Box 146, Great Neck, N.Y. 11023

"Communications - TV" (Channel 8 - WISH)
Videocassette (20 min. / color)
Order No. EVU 1689
Purchase $150 / rental $8.75
Audio-visual center
Indiana University, Bloomington, Indiana 47405

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Have students select one (or more) products from the following list. Decide the two programs they would use to advertise this product.

e.g., Motorcycle - "Chips" - or "Happy Days"
Baseball bats
Breakfast cereal
Vacation in Florida
Hand cream
Automobiles
Cosmetics
Shampoo

VIII. Final summary

Review lists and programs - have students explain their choices.
Have students list two advantages of the radio/TV salesperson.
Have students list two job duties.

RADIO - TV SALESPERSON

Introduction

What time does the news start? Who is in the 8:00 to 9:00 time-slot? How many commercials are in the next 15 minutes? These are possible questions a radio - TV salesperson could be asked in a day. For them, Time is money!!!

Work performed

Radio and TV salespeople make broadcasts and profits possible by selling time to advertisers or sponsors. They must have a thorough knowledge of how the station operates and know its individual characteristics. The duties vary with the size of the station. There is no such thing as a "typical" day in the life of a radio - TV salesperson. Each day brings in new accounts, renewing old ones, confirming orders, and checking up with the station to see that everything is running smoothly.

Job environment

Pleasant, clean, attractive offices.

Qualifications

Age: when qualified
Sex: male or female

Unions

None

Preparation

High school diploma and a drive and ability in sales is the minimum requirement.
College degree is helpful.
Experience is a must.

Entry method

Apply when proper experience has been gained (strong selling background in other areas). Possible advancement through the company if you show an ability and interest in selling.

Advancement and promotion

Both advancement and increased income are the results of successful selling. You could be promoted to an executive or management position if you have the knowledge, drive and ability to work with salespeople. Large stations usually pay better, but advancement could be faster in a smaller station.

Earnings

Market size and experience determine the earnings. Wages could be paid by salary plus commission, straight commission, or straight salary. Commission rates vary from 5 to 25 percent. Wages tend to be higher in television and also in large stations.

Advantages and disadvantages

Pressure to maintain high sales volumes
Steady employment
Usually an 8-hour day
Good benefits
Exciting business
Competitive field
No strenuous physical work

Outlook for employment

Growing moderately - usually always openings for the right person.

Related occupations

Explore other fields of selling
Example: demonstration and sales work, general salesperson, manufacturer's representative.

Bibliography

Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118
1976, 3rd Ed. D.O.T. 253.358

UNIT IV-6: CAREER EXPLORATION
Lesson 6: Advertising - sign writer

I. Behavioral objective

Given sign-making equipment, students will construct a sign for the school store.

II. Apperceptive base

Why do you think the radio TV salesperson would make a good income? What do you think is the toughest part of his/her job?

III. Motivational approach

We have just broadcast our commercials, and the school store business is really booming. To add to this, we are going to place a huge, attractive sign on the school front lawn as another attention-getting device for our school store. The person we hire to write the sign is a sign writer; a very artistic and creative person who helps build store business.

IV. Aim

To learn about the job of a sign writer.

V. Presentation

Specific materials:
See supplemental sheets on sign writer

Suggested ways to present materials:
A. Distribute handouts
B. Use audio-visual aids (see bibliography)

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Give students a product from the school store and various equipment to make a sign. Include: rulers, pencils, paints, magic markers, stencils, compases, and/or any other sign-making or lettering equipment available.

VIII. Final summary

Review signs. Select the best signs and use them in the school store. Have students list two advantages and disadvantages of this occupation.

SIGN WRITER

Introduction

Few businesses can succeed without signs. Signs are the messages that influence the people and attract them to the market. Billions of dollars are spent every year on goods and services, so people in the business must know the proper way to attract the customer.

Work performed

Small price tags and huge outdoor signs are works performed by sign writers. It is a job of endless variety. They work for sign companies because businesses don't usually need a full-time sign writer. Duties include doing lettering, graphics and pictures on all kinds of materials. Knowledge of tools used and different fabrics and types of signs are a must.

Job environment

Studios, stores, or specially set up locations for doing this work, describes the sign writer's environment.

Qualifications

Age: no minimum age
Sex: male or female

Aptitudes and interests

Ability to work alone
Ability to work fast and neatly
Ability to keep even tempered
Artistic talent to do accurate and appealing work
Good spelling
Creativity

Unions

Depending on shop

Preparation

High school diploma not needed but gives you a better chance to qualify for apprenticeship or to enter art school.
Experience is a must.

Entry method

Apply for apprenticeships through employers, local labor unions, state offices. Art schools have placement systems for their graduates.

Advancement and promotion

Apprenticeship lasts three - four years. After experience is gained, advancement to a journeyman tends to be limited unless additional training is sought in commercial arts.

Earnings

Average $10,000 - $15,000 +

Advantages and disadvantages

35 - 40-hour work week
Usually no physical strength necessary
Advancement limited
Work is exciting and creative
Some pressure to meet deadlines
Work by yourself most of the time

Outlook for employment

Good to excellent

Related occupations

Layout planners
Merchandise displayers
Sign designers
Package designers

Bibliography

Chronicle Guidance Publications
Moravia, N.Y. 13118
1977, 3rd ed. 970.081

UNIT IV-E-7: CAREER EXPLORATION
Lesson 7: Advertising - display helper / display consultant

I. Behavioral objective

To give an illustrative activity so that the student will be able to list three aptitudes necessary for the occupation of display helper, and explain some of the problems a display helper encounters.

II. Apperceptive base

Why must a sign writer be creative?

III. Motivational approach

Now that our sign on the school front lawn has attracted more customers to our school store, we must think of a few other ideas to keep increasing the sales. We will put a display window in the school lobby. We shall use a display specialist to help us create a desired mood for the products we are displaying, and eventually cause students to come into our store and purchase something.

IV. Aim

To introduce students to the display specialist field.

V. Presentation

Specific material:
See supplemental sheets on display helper
Suggested ways to present material:
A. Distribute handouts
B. Have guest speaker
C. Use audio-visual aids:
   (see bibliography)

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Have students select a product they can display. Using either display showcases or diorama boxes; have students plan and execute a display (review basics of rating sheet with students). Give students window display routine check-sheet to help them in planning their display.

VIII. Final summary

Rate displays with students' help. Discuss some of the problems the students encountered. Have students list three aptitudes necessary for this occupation.

DISPLAY RATING SHEET -

Directions

The questions under each of the seven areas of evaluation are to be used as a guide in determining the actual points the display scores in that particular area.

1. POWER TO ATTRACT ATTENTION (Possible 20 points)
   Is there something moving in the window?
   Is background appropriate?
   Is theme or odea clever?
   Is theme or idea well executed?
   Are display props suitable and attractive?
   Is floor appropriate to display?

2. ARRANGEMENT (Possible 20 points)
   Does window reflect the character of the store?
   Is there a proper amount of merchandise in the window?
   Do props enhance, rather than detract from the merchandise?
   Is related merchandise used?
   Are appropriate "dealer helps" or show cards used?
   Do major items within a unit point to the next unit?
   Does the window make use of several vantage points?

3. CLEANLINESS (Possible 10 points)
   Is window glass clean?
   Is clothing (if displayed) clean and well-pressed?
   Are forms and fixtures clean and in good repair?
   Is floor clean?
   Is background clean and fresh?
   Are balances and frames clean?
   Are painted or colored surfaces fresh and clean?
   Is ceiling clean?

4. TIMELINESS (Possible 10 points)
   Is merchandise well chosen?
   Are colors in the window appropriate for season and merchandise?
   Is the theme right for the season and merchandise?
   Are "dealer helps" or show cards related to the season?

5. SELLING POWER (Possible 10 points)
   Do display props focus attention on merchandise, but not detract from it?
   Are merchandise features clearly shown?
   Does special lighting emphasize most important merchandise?
   Do show cards bring out important selling points of the merchandise?
   Does the theme aid the features of the merchandise in the window?
   Is it possible to find and concentrate on most important item?
   Is merchandise displayed as it would be used?

6. LIGHTING (Possible 5 points)
Does lighting enhance the colors used in the window?
Is lighting equipment adequate?
Are lighting fixtures clean?
Does lighting focus attention on merchandise rather than detract from it?

7. TECHNICAL EXCELLENCE (Possible 15 points)
Is there a unique use of some common items, such as chicken wires, pipe string, etc.?
Does arrangement of merchandise add to appearance of the merchandise?
Is the merchandise well folded, draped, placed or suspended?
Do such drapings, foldings, and placements add to the appeal of the merchandise?

DISPLAY HELPER

Introduction

Department store displays are a dramatic way of promoting store merchandise to the customers. Merchandise displayers are recognized as important members of the retail organization and are responsible for the expansion of the retail store.

Work performed

The display person's duties are to:

1. Prepare promotional plans as far in advance as possible
2. Make use of props
3. Purchase props
4. Consult with merchandising sales and advertising heads
5. Decide on themes
6. Make rough sketch
7. Set up windows and interior displays
8. Work with the display manager

Job environment

Pleasant, clean

Qualifications

Age: when qualified
Sex: male or female

Aptitudes

1. Must be able to work without annoyance to customers
2. Must be creative
3. Must have an eye for color
4 Must have the ability to coordinate outfits
5. Must have a sense of balance
6. Must have artistic ability
7. Must get along with other store personnel
8. Manual dexterity

Unions

Unions available

Preparation

High school diploma
High school courses in mechanical drawing and design, history of design, business training and selling to learn how to handle materials, and shop work to learn how to handle machines and tools. Also English and good spelling techniques.

Preparation (cont.)

College or technical training is becoming necessary for beginning jobs in large display departments.

Entry method

Inexperienced workers have better chances for entry and training through large retail stores that have special departments. Another way is through school placement offices.

Advancement and promotions

Opportunities are fairly good in this field. Top levels are limited and only go to the best qualified. Beginners advance to window trimmer or show card and writers.
In other large stores one may advance to assistant display manager or display manager. From there one could go to advertising manager, publicity director, assistant general manager and other top positions.

Earnings

Beginners - $125 per week
With experience - $150 - $250 per week
Assistant decorator - $125 - $200 per week
Display manager - $1,500 per month or more
(Based on 1976 figures)

Advantages and disadvantages

1. Good opportunities
2. Regular hours
3. Steady employment
4. Must have ability to be creative and artistic
5. Pleasant surroundings
6. Must work under pressure and meet deadlines
7. Must work without annoying the customer
8. Must be able to lift heavy materials

Outlook for employment

Good to excellent

Related occupations

Decorating and artwork, photography and motion-picture camera work, drafting and related work, artistic restoration, decoration and related work, and instructive work, fine arts, theater, music and related fields.

Bibliography

Chronical Guidance Publications, Inc. Moravia, N.Y. 13118

DISPLAY CONSULTANT

Introduction

Small specialty shops and boutiques are by far too small to have an advertising and display department. Many merchants go to firms and hire display consultants to construct displays in their small shops. These consultants have years of display experience.

Work performed

1. Work closely with the store's owner or manager
2. Keep the display in line with the prestige of the store
3. Coordinate and supervise his helpers
4. Plan and construct all displays
5. Hire carpenters, painters, carpet layers and others to assist him/her
6. Decide on themes
7. Sketch out the display
8. Make use of props
9. Purchase props

Job environment

Pleasant, clean

Qualifications

Sex: male or female
Age: when qualified

Aptitudes

1. Must be able to work with the store owners or managers
2. Must be creative
3. Must have an eye for color
4. Must have the ability to coordinate apparel and accessories
5. Must have a sense of balance
6. Must possess artistic ability
7. Manual dexterity
8. Have a strong business sense
9. Ability to supervise his/her workers

Preparation

Years of display experience.

Entry method

One must have been in the industry for a number of years. Free-lancer may go to work for a specialist
Join as a partnership with another specialist

Advancement and promotion

One may go on to own his/her own display consultant firm.

Earnings

$20,000 - $30,000 + (1976 figures)

Advantages and disadvantages

1. High earnings
2. Steady employment
3. Long hours
4. Ability to be creative
5. Pleasant surroundings
6. Must meet deadlines
7. Must be able to lift some strenuous materials
8. Must work with pleasant and unpleasant customers
9. Must deal with cooperative and uncooperative employment
10. Must work without annoying customers

Outlook for employment

Good

Related occupations

Display manager, advertising manager, publicity directors, assistant general managers, and other executive positions.

Bibliography

Chronical Guidance Publications, Inc.
Moravia, N.Y. 13118

UNIT IV-E-8: CAREER EXPLORATION
Lesson 8: Advertising - advertising manager

I. Behavioral objectives

A. To give students a discussion period and case problems so that they will know how to solve the problems from the advertising manager's point of view.
B. Given a class discussion, students will list two job responsibilities of an advertising manager.

II. Apperceptive base

Go over students' diorama boxes

III. Motivational approach

We have been very successful in increasing our sales in the school store. The bulletin board, display window, P.A. system announcement and sign, all added to the recognition of the store.

Many companies and stores do not have the knowledge to use their own advertising and displays to increase sales. They will many times turn to outside help. An advertising agency provides retailers with the means of presenting their products to the public. The person in charge of the advertising agency is the advertising manager.

IV. Aim

To learn the job of advertising manager.

V. Presentation

Specific material:
See supplemental sheets on advertising manager

Suggested ways to present material:
A. Distribute handouts
B. Field trip to an advertising agency or the advertising department of a department store. e.b., Bamberguer's, Newark; Two Guys - Vornado, Garfield; Stern's, Paramus; Jamesway, Secaucus; Hahne's, Newark; Meyer Brothers, Paterson, etc.
C. Use Audio-visual aids
(See bibliography)

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Give students the following problem:

Application (cont.)

You are the advertising manager to Today's World Advertising Agency. You have a new employee, Kathy Strands, working as a salesperson. Some of your older small accounts have called up complaining about her obnoxious, abrasive manner. She gets the job done and done well, but her personality leaves something to be desired. Since she's been employed with you, however, she has secured six new big accounts. You must resolve the problem. You can do nothing to risk losing your older smaller accounts. You can reprimend Kathy and risk having her quit, possibly takint these newer accounts with her. What do you suggest? Why?

VIII. Final summary

Review student's solutions.
Have students list two job responsibilities of an advertising manager.

ADVERTISING MANAGER

Introduction

Advertising agencies plan, create, produce and place printed advertisements in publications for their clients. Someone must be in charge of the agency, and he/she is the advertising manager. Great leadership ability is necessary to run an agency and see that all the work is done on time!

Work performed

The advertising manager provides leadership to the whole organization; he/she helps determine company policies and oversees all operations necessary to carry out a job. He/she must know how to do a job and what he/she can do to have other employees carry out a task successfully.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Strong managerial interests, ability to deal with employees and customers
Knowledge of art and artistic ability
Creativity, imagination, and initiative very desirable
Flair for writing and reading, and ability to speak articulately

Unions

None

Preparation

High school diploma
Bacherlor of arts degree gives an advantage over other employees
On-the-job training can run from four to eight years

Entry method

Apply directly to the agency
Have a resume and a letter asking for an interview
Portfolio is also helpful

Advancement and promotion

As an advertising manager, you have reached the management level. You may advance to a higher executive position or open your own agency.

Outlook for employment

Excellent but very competitive.

Advantages and disadvantages

High pressure
Forty-hour work week
Ability to work with customers and employees

Earnings

Salary depends on the company and experience. For a large company you could earn as much as $150,000 annually.

Related occupations

Work in retail stores
Mail-order companies
Employment manager
Traffic manager

Bibliography

Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118
Editions 1977 - 1976
3rd ed. D.O.T. 164, 068, 141, 081

UNIT IV-E-9: CAREER EXPLORATION
Lesson 9: Advertising - art director

I. Behavioral objective

Given a handout, students will evaluate newspaper ads.

II. Apperceptive base

A. Review job-details of an ad manager
B. In the advertising agency, there are many people sketching pictures and writing slogans. Name the person who does most of the sketching for the ad layout artist.

III. Motivational approach

The retailers and/or companies that hire the advertising agency to advertise their products would like the work completed by a certain date. They are spending a lot of money for the agency's services and will want to see a finished product before too long. If there is an extensive delay, the client (retailer, company) will surely be upset. The art director sees to it that the deadline is met and that all writing and drawing of the ads moves along smoothly.

IV. Aim

To learn the duties of an advertising art director.

V. Presentation

Specific material:
See supplemental sheets on art director
Suggested ways to cover material:
A. Distribute handouts
B. Guest speaker (possibly commercial art teacher at your school)
C. Use audio-visual aids (see bibliography)

VI. Medial summary

Ask questions relating to the presentation

VII. Application

Give students Advertising Services - Handout No. 1

VIII. Final summary

Discuss students' project ("Was it difficult for you to evaluate the advertisements?")

UNIT IV-E-4: CAREER EXPLORATION
Lesson 9: Advertising services - Handout No. 1

PRACTICE IN CREATING ADVERTISEMENTS

The individual who knows the principles of writing good headlines, the guide lines to composing good copy, and the techniques of various layout plans and designs may still not produce consistently effective advertisements. To do advertising work quickly and in good form takes much practice. This project will let you practice by doing three different advertisements.

Descriptions of three different kinds of merchandise are given below, and on the following pages there are three sets of layout and copy sheets. Each layout sheet is three columns wide by 6¼ inches deep. This represents the maximum size of the advertisements; you may choose not to use that much space. Make a comprehensive layout for each advertisement and write in the copy to be used on the copy sheets. Clip your illustrations from a newspaper, get mats from the local newspaper, or obtain illustrations from a business firm that has a mat service or clip art book it is willing to let you use. (Check with your instructor to see which of these would be most appropriate.) Create your own store logotype.

Evaluate your own progress in this assignment. Keep track of which parts of the job were easiest, which parts were hardest. Determine how much time it takes to create a good advertisement. The ads you create here will be needed for Projects in which you and two businessmen will evaluate the ads.

Advertisement 1

Furniture - step tables, end tables, cocktail tables. French Provincial styling. Expertly crafted legs and tops. Tops have inserts of cream-colored marble. Wood is finished in mellow fruitwood colors. Price for each is $49.95; former price was $59.95. Can advertise one type of table or create advertisement for all three.

Advertisement 2

Men's sweatshirts. Heavyweight sweatshirts with long sleeves. Cotton. Rugged knit neck, wrists, and waist bands. Colors are maroon, blue, black, green, yellow, gray. Sizes are small, medium, large, extra large. They are machine washable. Price is $2.79 or two for $5.50.

Advertisement 3

Housewares - dinnerware set. Forty-five piece melmac dinnerware set in choice of three patterns. Each set contains: 8 dinner plates, saucers, bread and butter plates, cups, cereal bowls; 1 platter, 28-oz. serving bowl, creamer, and covered sugar bowl. Extremely durable and unbreakable in normal use. Guaranteed 2 full years against breakage. Flower pattern in pink entwined with blue spray, abstract pattern in sandalwood and beige, leaf pattern in brown, yellow, and rust. Price $18.95

Copy Sheet - Advertisement 1

Copy Sheet - Advertisement 2

Copy Sheet - Advertisement 3

Using the following checklist, go over each of the three advertisements you prepared. Mark each item either yes, no, or limited, depending upon your evaluation of how well the advertisement meets that particular criterion.

CHECKLIST FOR ADVERTISEMENTS

Merchandise ____________________ Paper ________________

Date ______________ Page _____________ Space ___________

	Advertisements		
	1	2	3
Do all elements present merchandise from customer's point of view?	___	___	___
Do headlines, illustration, and copy have the same theme?	___	___	___
Can the nature of the goods be determined from the headline?	___	___	___
Can the nature of the goods be determined from the illustration?	___	___	___
Is there a definite starting point to the advertisement?	___	___	___
Is there a clear-cut and easy-to-follow sequence in the layout?	___	___	___
Does the copy emphasize one merchandise feature?	___	___	___
Is there a request for action or a direct appeal to buy?	___	___	___
Does the advertisement give information on each of the following?			
Price	___	___	___
Style features	___	___	___
Sizes	___	___	___
Benefits	___	___	___
Colors	___	___	___
Workmanship	___	___	___
Construction	___	___	___
Availability	___	___	___
Quantities	___	___	___
Store services	___	___	___

ART DIRECTOR

Introduction

A managerial poition - great responsibility and one who has love of art describes the art manager. It's an exciting up-to-the-minute job.

Work performed

To watch over and control the art department. Make sure ads and layouts meet the deadline. See to it that the designer layout artist, paste-up, and mechanical artist all do their jobs.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Interest in art
Ability to get along with others
Knowledge of the job (s)he supervises

Unions

None

Preparation

High school diploma

Entry method

Apply to agency.
Positions needed before advancing to art director:
1) mechanical paste-up artist,
2) layout artist,
3) designer

Advancement and promotion

Top managerial position. Could also advance to an executive in the company.

Earnings

Assistant: $14,000 - $80,000

Advantages and disadvantages

Work done under stress
Responsibility
No strenuous physical activity
Steady employment

Outlook for employment

Good

Related occupations

Manager of a store
Art-related jobs

Bibliography

Advertising Services
Ralph D. Wray
Gregg Division, McGraw Hill

SUPPLEMENTARY MATERIALS

Advertising and Display Services

Resources

Antrim William H. Advertising. Second Edition. Gregg Division, McGraw Hill Book Company, New York, N.Y. 1978

Fray, Ralph D. Advertising Services. Gregg Division, McGraw Hill Book Company, New York, N.Y.

Mills, Kenneth K. and Judith E. Paul. Create Distinctive Displays. Prentice Hall, Inc. Englewood Cliffs, N.Y. 1974

Samson, Harold E. Advertising and Displaying Merchandise. Southwestern Co., Cinncinati, Ohio. 1967

ADVERTISING AND DISPLAY SERVICES

Q W I N D D R P A S S A G E R E T I R W Y P O C
R E M M I R T W O D N I W B A T E O E E F A M P
T R O U B L E B I L L D E I T M E P T R L Y U U
S S F A R E S E S K E V I S U L W I O R I D A B
Y H H O U S E P R I A T E L A S T N M T H U R L
L O A P P R O S I G N W R I T E R T O A S T O I
A O D V E R C H R I L A Y O U T P E R S O N E C
N K W O T N D E D N A V Y C H G I V P M C D O I
A R T P U E R T O B A S E H I P N H S N D C O T
G E R C H E A P R E N E S Y N O I N E L A S I Y
N C U B A R S I G E N R A L S E R V L C A K L A
I E R S O Q D I F F E R Z R E M O N A Y M O N G
S I M E A G R I C U L T E N T W E V S I D E D E
I S R A N A R R A C K P C R I R T H I W K E M N
T E R C U R P U B I S C O M E V E A M R A G A T
R R A Y R U N W D E M O N S T R A T E R G E T I
E T Y T D E R G L H A L Y O V E R Q Z W H O N A
V G N O R A N A T R E E N P L A N E R B U F F A
D R E T A R S Y S R S A Y T O L D G O W E N T L
A M A L M A D I E S A L I S R W L F R O N T R A
T O O L I Q T W S T R A M W E I G H R N A B R A
C F Q D I S P L A Y T R I M M E R D R I M C M O
F I E F R E C O P Y W I N T R E G O G R I M R T
V M E D G R A M R O L K G I G T F R L A S N T N

OCCUPATIONS

ADVERTISING ANALYST
COPYWRITER
DEMONSTRATER
DISPLAY TRIMMER
LAYOUT PERSON
MEDIA SALESPERSON
PUBLICITY AGENT
SALES PROMOTER
SIGN WRITER
WINDOW TRIMMER

ADVERTISING AND DISPLAY SERVICES

Q W I N D D R P A S S A G E R E T I R W Y P O C
R E M M I R T W O D N I W B A T E O E E F A M P
T R O U B L E B I L L D E I T M E P T R L Y U U
S S F A R E S E S K E V I S U L W I O R I D A B
Y H H O U S E P R I A T E L A S T N M T H U R L
L O A P P R O S I G N W R I T E R T O A S T O I
A O D V E R C H R I L A Y O U T P E R S O N E C
N K W O T N D E D N A V Y C H G I V P M C D O I
A R T P U E R T O B A S E H I P N H S N D C O T
G E R C H E A P R E N E S Y N O I N E L A S I Y
N C U B A R S I G E N R A L S E R V L C A K L A
I E R S O Q D I F F E R Z R E M O N A Y M O N G
S I M E A G R I C U L T E N T W E V S I D E D E
I S R A N A R R A C K P C R I R T H I W K E M N
T E R C U R P U B I S C O M E V E A M R A G A T
R R A Y R U N W D E M O N S T R A T E R G E T I
E T Y T D E R G L H L A Y O V E R Q Z W H O N A
V G N O R A N A T R E E N P L A N E R B U F F A
D R E T A R S Y S R S A Y T O L D G O W E N T L
A M A L M A D I E S A L I S R W L F R O N T R A
T O O L I Q T W S T R A M W E I G H R N A B R A
C F Q D I S P L A Y T R I M M E R D R I M C M O
F I E F R E C O P Y W I N T R E G O G R I M R T
V M E D G R A M R O L K G I G T F R L A S N T N

OCCUPATIONS

ADVERTISING ANALYST
COPYWRITER
DEMONSTRATER
DISPLAY TRIMMER
LAYOUT PERSON
MEDIA SALESPERSON
PUBLICITY AGENT
SALES PROMOTER
SIGN WRITER
WINDOW TRIMMER

IV. CAREER EXPLORATION

F. Finance and credit

1. Entry Level

    (a) Lesson plan

        (1) Introduction to finance and credit
        (2) Bank clerk
        (3) Teller
        (4) Credit interviewer
        (5) Credit investigator
        (6) Account collector

2. Management, mid-management, specialist level

    (a) Lesson plan

        (7) Office manager
        (8) Bank manager

FINANCE AND CREDIT

Audio - visual aids

460 - American Acct. Story of Banking. 1975. 28 min.
Modern Talking Pictures
2323 New Hyde Park Rd.
New Hyde Park, N.Y. 11040

Careers in a Bank - Filmstrip 0 1973
Colonial Films
752 Springs St. N.W.
Atlanta, GA 30308

Career Education Systems Program - (A series - 1973)
Careers in a Bank (Filmstrip)
Guidance Association
Harcourt Bace and World
23 Washington Ave.
Pleasantville, N.Y. 10570

Discover Internal Auditing - A Dynamic Profession (31205)
16 mm. 17 min.
Modern Talking Picture Service
2323 New Hyde Park Rd.
New Hyde Park, N.Y. 11042

Is a Career in Banking for You?
14 min. Rental $15.00
University of Southern California
Film Distribution Center
Division of Cinema
University Park, Los Angeles, Calif 90007

Is a Career in Finance, Insurance or Real Estate for You?
2-11950 - $15,00
Syracuse University
1455 East Colvan St.
Syracuse, N.Y. 13210

Careers in Marketing Filmstrip Series
Complete Series - Volumes 1-4 1976
McGraw Hill Publishers
Set 4 - Finance and Credit, Insurance, Real Estate

Credit: A Consumer Resource
J.C. Penney Co.
260 Rt. 46 and 23
West Belt Mall, Wayne, N.J.

Banking - Videocassette (20 min. / color)
Order EVU 1752 - Purchase $150 / rental $10.25
Audio Visual Center - Indiana University
Bloomington, Indiana 47405

UNIT IV-F-1: CAREER EXPLORATION
Lesson 1: Introduction to finance and credit

I. Behavioral objective

Given a class discussion, students will list five finance and credit institutions in the immediate area.

II. Apperceptive base

When we had our announcements over the P.A. system about the school store, it cost us $5 a day. What do you think we would do if it cost $500 a day? Where would we get the money? (List ideas)

III. Motivational approach

One way to secure money would be to go to a bank and take out a loan. Many people go to finance and credit institutions to get money to run a business or to start one. People who are thinking about opening a new business should learn as much as they can about finance and credit.

IV. Aim

To introduce students to finance and credit.

V. Presentation

Specific material:
Finance and credit includes all of the activities involved with borrowing money, lending money and investing money. Money is the reason we have banks, credit unions, investment firms, credit card companies, consumer finance companies and all of the other institutions engaged in finance and credit.

VI. Medial summary

What does finance and credit include? (LIB - lending, investing and borrowing money.)
What are some types of institutions that are involved with finance and credit? (credit unions, investment firms, credit card companies, banks, etc.)

VII. Application

Have students list as many businesses in the local area that can be identified as finance and credit institutions (or as having a credit department - e.g., J.C. Penney's credit department).

VIII. Final summary

Students can be evaluated with an oral or written quiz. Have them list a minimum of five local finance and credit institutions.

UNIT IV-F-2: CAREER EXPLORATION
Lesson 2: Finance and credit - bank clerk

I. Behavioral objective

Given a class presentation, students will list four job responsibilities of a bank clerk.

II. Apperceptive base

A. What were some financial institutions where people could go to borrow money?
B. What financial institution does Phil Rizzuto advertise for? Joe Dimaggio?

III. Motivational approach

Another great entry-level job for a DE student in finance and credit institutions is that of bank clerk. Within a few weeks you will see the many job openings offered in a bank. The work will keep you busy but the experience is invaluable.

IV. Aim

To learn the duties of a bank clerk.

V. Presentation

Specific materials:
See supplemental sheets on bank clerk.

Suggested ways to present material:
A. Distribute handouts
B. Use audio-visual aids:

419 - 24 hrs. in a life of a check (030499
1971 - 24 min.
Modern Talking Pictures, 2323 New Hyde Park Rd.
New Hyde Park, N.Y. 11040

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Give students Handout No. 1 in finance and credit.

VIII. Final summary

Have students list four job responsibilities of a bank clerk.

UNIT IV-F-2: CAREER EXPLORATION
Lesson 2: Handout No. 1 - Finance and credit

As a bank clerk you are responsible for totaling debit and credit slips. Compute the answers to the following problems:

1.

$13.49	Deposit 1
7.82	Deposit 2
11.43	Deposit 3
	Total

2.

$397.46	Deposit 1
112.99	Deposit 2
643.88	Deposit 3
	Total

2.

$64,981.33	Deposit 1
11,128.48	Deposit 2
89.761.09	Deposit 3
	Total

4.

$9,801.64	Deposit 1
113.86	Deposit 2
4,320.19	Deposit 3
	Total

5.

$ 7.73	Deposit 1
9.86	Deposit 2
14.22	Deposit 3
36.49	Deposit 4
19.48	Deposit 5
	Total

BANK CLERK

Introduction

Because banks offer a variety of services, clerks are needed in order to handle the daily paper work such as checking, savings and credit-card accounts, commercial and consumer loans.

Work performed

Responsibilities of the bank clerk are:

1. Sorting checks
2. Counting, sorting and arranging currency
3. Filing new account cards
4. Totaling debit and credit slips
5. Deposit slips
6. Add and record tabulations
7. Use equipment such as addimg machines
8. Removing closed account cards

Work conditions

Modern offices, well-lighted and air-conditioned

Qualifications

Age: a possible job for a 16-18 year old cooperative student. Most banks will hire you right out of high school.
Sex: male or female

Aptitudes and interests

1. Must be able to work under pressure
2. Must enjoy working with numbers
3. Must have a pleasant personality
4. Must know how to operate adding machines
5. Must enjoy detailed work
6. Must be meticulous
7. Must have good eyesight

Unions

None

Preparation

High school diploma.
High school courses in bookkeeping, mathematics, typing and office machine operation suggested. OJT

Entry method

Many banks hire cooperative business education students as part-time employees.
Apply in person.

Advancement and promotion

A clerk may advance to a clerical supervisory position, to teller or credit analyst, and eventually to senior supervisor. Advancement to a bank officer position requires a clerk with a college background.

Earnings

Average earnings for bank clerks range from $130.00 to $160.00 per week full time (1980 figures).

Advantages and disadvantages

Excellent benefits
Good earnings
Steady employment
Regular hours
Must be able to deal with all types of personalities
Eye strain
May become monotonous
Job pressure
Must work quickly

Outlook for employment

Good - excellent

Related occupations

Bookkeepers, clerks in other areas, keypunch operators.

Bibliography

Occupational Outlook Handbook
1978 - 1979 edition.

UNIT IV-F-3: CAREER EXPLORATION
Lesson 3: Finance and credit - teller

I. Behavioral objectives

A. Given a simulation, students will cash checks using play money and acting as tellers.
B. Given a class presentation, describe the education requirements of a teller.

II. Apperceptive base

A. List two duties of a bank clerk
B. We will look at a job today that a bank clerk can be promoted to - teller.

III. Motivational approach

How many times have you seen a hold-up at a bank in an old Western movie? Well, chances are the first person who raised his hands when the outlaw came in was the "teller."

The teller has many important tasks to perform in a bank. Many of our past DE students have become tank tellers and have told us it is a great way to learn about all the operations of a bank and other financial institutions.

IV. Aim

To learn the duties of the teller.

V. Presentation

Specific material:
See supplemental sheets on teller/head teller

Suggested ways to cover material:
A. Distribute handouts
B. Have guest speaker
C. Use audio-visual aids:

"Being a good teller"
(Filmstrip - color)
12 min. with sound
Bank Administration Institute
303 South Northwest Highway
P.O. Box 500
Park Ridge, Illinois, 60068
(Borrower pays return postage - book six weeks in advance.)

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

The students will take part in a simulation. Necessary materials include: fake money, payroll and/or personal checks written out to various denominations. Give each student one check. Set up classroom so that you have between three and five "teller windows." Three-five students will act as the first tellers. Instruct them to cash the checks of the first three people on line. As these people have their checks cashed they should be instructed to go to the end of the line. The bank manager will redistribute more checks to the people at the end of the line. Once the teller cashes three checks he/she will also go and take a place at the end of the line and a new teller will cash checks. Continue this rotation until all students have correctly cashed three checks.

VII. Final summary

Have students describe the educational requirements of a teller.
Have students list four job responsibilities of a teller.

TELLER / HEAD TELLER

Introduction

At one time banks were thought of as receiving deposits and making loans. Today banks offer a wide variety of services which include: taking care of savings and valuables, issuing credit cards, computer and investment services and administering estates and trusts. Some even have a ticketron service.

Work performed

Responsibilities of the teller include

1. Paying out money
2. Withdrawals from savings accounts
3. Cashing checks
4. Large payroll withdrawals for business accounts
5. Purchase and sale of foreign currency
6. Traveler's checks
7. Redeem bonds and coupons
8. Collect charges
9. Handle payments of real estate loans
10. Receive and issue receipts for payment of promisory notes
11. Payment on securities

Working conditions

Pleasant, well-ventilated, well-lighted and clean offices.

Qualifications

Age: some banks will hire a cooperative student (age 16, 17 or 18)
most will take you right out of school
Sex: male or female

Aptitudes

1. Must have a pleasant out-going personality
2. Must have good memory
3. Must be able to handle large sums of money and be honest
4. Must have good math skills
5. Must be able to work with adding machines
6. Must be aware of bank policies
7. Must be accurate

Unions

None

Preparation

High school graduate
High school courses in bookkeeping, shorthand, typing, mathematics and office machine operation help prepare candidates for a teller position.

Entry method

This is an entry-level position that may be obtained through the high school guidance office, want-ads, DE office and employment services.

Advancement and promotion

Banks generally promote their own employees to fill teller positions. Tellers with sufficient training or educational background may become head tellers or departmental supervisors.
College background is strongly recommended if one wants to progress to a higher position.

Earnings

Average wages are $120 - $160 per week - 1980 figures

Advantages and disadvantages

1. Excellent benefits (hospitalization, insurance, etc.)
2. Steady employment
3. Regular hours
4. Deal with pleasant and unpleasant customers
5. Must stand for long periods of time
6. Pleasant surroundings

Outlook for employment

Good to excellent

Related occupations

Cashier work in restaurants. drugstores, theatres, grocery stores, and other business establishments that serve the public.

Bibliography

Chronical Guidance Publications, Inc.
Moravia, N.Y. 13118

UNIT IV-F-4: CAREER EXPLORATION
Lesson 4: Finance and credit - credit interviewer

I. Behavioral objectives

Given a group project, students will construct a form for the credit investigator.

II. Apperceptive base

A. Describe three duties of a bank teller
B. Why would you like or dislike the job of bank teller?

III. Motivational approach

How many of you are going to own your own car someday? Chances are you will have to go to a bank or some other financial institution to secure a loan to pay for the car. While at the bank, you will be asked to fill out an application for a loan. Upon completion of the application, you will be interviewed by a credit interviewer. He has a position very similar to the personnel manager in the General Merchandise store. Instead of hiring you for a job, he must decide whether or not you are worthy of receiving a loan from the bank.

IV. Aim

To learn the duties of a credit interviewer.

V. Presentation

Specific material:
See supplemental sheets on credit investigator
Suggested ways to cover material:
A. Distribute handouts
B. Use audio-visual aids
(see bibliography)

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Break students into small groups. Have them make a list of the possible areas that the credit investigator should investigate. e.g., Is Chuck Roast working? Call employer listed on credit application.

VIII. Final summary

Combine all lists into one master list. Have students discuss the areas that may be difficult to investigate.
Review the other job responsibilities of a credit investigator.

CREDIT INTERVIEWER

Introduction

Credit interviewer - first step to an investigator. He/she is the first link to meeting the customer, who is seeking a loan.

Work performed

1. Greet customer and interview
2. Review interview and application
3. Pass information onto credit investigator and discuss with him/her your impression of the applicant.

Job environment

Beautiful offices - air conditioned, well-lighted, convenient furniture and files.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

1. Good personality
2. Good appearance
3. Must be tactful
4. Create a good inpression when answering inquiries
5. Patient and helpful
6. Honesty and integrity
7. Able to handle cash and checks
8. Must be detail oriented
9. Able to make journal entries
10. Must be able to work under pressure
11. Organize and work rapidly

Unions

None

Preparation

1. Must have a high school diploma
2. Must have high school courses in speech, general business with English writing course
3. Bookkeeping is helpful
4. Ability to operate calculators and business machines
5. College background or night courses preferred in accounting, finance, economics, marketing, business law, psychology, mathematics, business administration and public relations.

Entry method

Many employers hire cooperative business education students on a part-time basis.
Another way is through the school counselor or placement offices.

Advancement and promotion

Can advance to investigator and also executive in the company.

Earnings

Salary $130.00 to $170.00 weekly.

Advantages and disadvantages

1. Excellent benefits
2. Paid holidays
3. Profit sharing or bonus incentive plans
4. Steady employment
5. Regular hours
6. Must work under pressure
7. Must work quickly
8. Must work with a variety of personalities

Outlook for employment

Good - excellent

Related occupations

Information gathering, verifying and related work, interviewing information giving and related work, consultive and business services, facilities services and movement allocating and expediting work, classifying, filing and related work, computing and related recordings, and typing and related recordings.

Bibliography

Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118

UNIT IV-F-5: CAREER EXPLORATION
Lesson 5: Finance and credit - credit investigator

I. Behavioral objectives

A. Given a group assignment, students will put together a credit application.
B. Using the constructed credit application, students will simulate credit interview techniques.

II. Apperceptive base

What is the major decision the credit interviewer must make? (Correct, he must decide if the applicant is worthy of a loan from the bank.)
After the interview, the credit interviewer must turn down his/her loan right there, or continue the processing of the loan. The interviewer must hand the application to another person to determine if the applicant told the truth on the application. This person is the credit investigator. He will find out things about the applicant, such as:

1. Does he/she pay the rent on time?
2. Does he/she have any credit cards and are they paid off monthly?
3. Does he/she pay the telephone bill on time?
4. Does he/she have any savings account?
5. Is he/she a good worker?
6. Does he/she make a good salary?

This credit investigator has a job very similar to that of a private eye. It is his/her job to report his findings to the credit interviewer.

III. Motivational approach

If you were a credit investigator, would you expect an applicant to achieve a perfect score (affirmative replies) to all of the above questions?

IV. Aim

To learn the duties of the credit investigator.

V. Presentation

Specific material:
See supplemental sheets on credit interviewer.

Suggested ways to cover material:
A. Distribute handouts
B. Use audio-visual aids
    465 Credit (1978 - 18 min.)
    Modern Talking Films, New Hyde Park Rd.
    New Hyde Park, N.Y. 11040

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Contact a local bank and get enough VISA / MASTER CARD / AMERICAN EXPRESS credit applications so each student has one (see attached application). Distribute applications and have students complete. Break students into groups and have them make up 10 questions they can ask in a credit interview. Make master list of credit questions. Have several students role play a credit interviewer and interviewee in fron of the class. For times sake after the first few interviews have several interviews going on at once. Have groups switch so all have the opportunity to act as the credit interviewer. (Encourage students acting as interviewers to ad-lib as much as possible.)

Have students decide who should be granted credit.

VIII. Final summary

Have these interviewers that granted credit explain why they did so. Have students list.

Unit: CAREER EXPLORATION
Lesson 5: Finance and Credit - Credit investigator

American Express® Card Application For Graduating Students

PLEASE PRINT

C	C	OB	P	PP	B	B	O	O	FS	H	PH	Ai	R

YOUR PERSONAL DATA

First, Middle, Last Name
Date of Birth | Number of Dependents
Social Security Number

YOUR HOME ADDRESS—PERSONAL REFERENCE

Street Address
City, State, and Zip Code
Home Phone (Area Code) | Years There | Own Home ☐ Rent ☐
Previous Home Address | Years There
City, State, and Zip Code
Nearest Relative or Friend Not Living With You
Street Address
City, State, and Zip Code
Relationship

YOUR JOB

TO APPLY YOU MUST CHECK ONE OF THE BOXES BELOW AND FILL IN DETAILS.

☐ I am a graduating College Senior and am either employed or have accepted future employment in a career-oriented position at an annual salary of $10,000 or more.

☐ I am a graduating Graduate Student, and am either employed or have accepted future employment in a career-oriented position at an annual salary of $10,000 or more.

☐ I have graduated from College or Graduate School within the past 12 months, and am presently working full-time in a career-oriented position at an annual salary of $10,000 or more.

Present Employer or Firm
Nature of Business | Position
Street Address
City, State, Zip Code
Business Phone (Area Code)
Name of Hiring Official | Starting Date or Years There

Future Employer or Firm
Nature of Business | Position
Street Address
City, State, Zip Code
Business Phone (Area Code)
Name of Hiring Official | Starting Date

YOUR ANNUAL INCOME

From Present Employment $ | From Future Employment $

If you have other income that you want us to consider, list person (banker, broker, employer, etc.) whom we can contact. (Alimony, maintenance or child support need not be revealed if you do not wish to rely on it.)

Amount | Source
Name
Address

YOUR EDUCATION

College
City and State | Graduation Date
Graduate School
City and State | Graduation Date

CREDIT REFERENCES

List Credit Cards | Account Number
Other Credit Reference
Bank
Bank Address (Street, City, State)
Type of Account | Account Number
Bank
Bank Address (Street, City, State)
Type of Account | Account Number

WHERE ACCOUNT SHOULD BE BILLED

Mail bill to ☐ Home ☐ Office
Billing Address
City, State, and Zip Code

PERSONAL ACCOUNT SUPPLEMENTARY MEMBERSHIP PLAN

For only $10 a year (in addition to your Basic membership fee), you can obtain American Express Cards for qualified members of your household or your dependents. They must be at least 18 years of age. Each agrees, by signing below, to the exchange of credit information about them, and to the same agreement printed above the applicant's signature.

First, Middle, Last Name
Signature of Supplementary Applicant
Social Security Number
Relationship
Please send me ________ additional application(s)

Print in boxes below how you want your name to appear on Card. Spell last name completely. Full name must not exceed 20 spaces.

041-00-00467

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

AN APPLICANT, IF MARRIED, MAY APPLY FOR A SEPARATE ACCOUNT.

By signing below, I ask that an account be opened for me and Card(s) issued as I request, and that you renew and replace them until I cancel. I understand that you may verify and exchange information on me and any supplementary applicants, including requesting reports from credit reporting agencies. I am aware that this information is used to determine my eligibility for the Card and that, if my application is approved, you may contact these sources to update this information at any time. If I ask whether or not a credit report was requested, you will tell me, and if you received a report, you will give me the name and address of the agency that furnished it.

I will be bound by the Agreement received with each Card, unless I cut the Card in half and return both halves to you. I agree to be liable for all charges to the basic and supplementary Cards issued on my request. In addition each supplementary Cardmember will be bound by the Agreement received with the Card and will be liable for all charges to that Card.

© 1979 American Express Company

Signature of Applicant
X

Do not enclose the $25 annual fee, or Supplementary Card fee ($10 for Supplementary Membership). We will bill you later.

FOLD, MOISTEN HERE, SEAL AND MAIL.

CREDIT INVESTIGATOR

Introduction

Credit is an important factor in business and commerce. It enables businesses to increase their sales and protects individuals' working capital. Credit is used in almost all of today's transactions and is the reason for the expansion of many businesses.

Work performed

The credit investigator's responsibilities are:

1. Gather credit information on individuals
2. Investigate current credit ratings and past credit histories
3. Fill requests for credit information from other companies
4. Check to see if credit applicant qualifies for a job
5. Read files
6. Extract pertinent data
7. File credit reports
8. Call employers to verify employment
9. Approve or reject applicants.

Job environment

Beautiful offices, air-conditioned, well-ligted, convenient furniture and files.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

1. Good personality
2. Good appearance
3. Must be tactful
4. Create a good impression when answering inquiries
5. Patient and helpful
6. Honesty and integrity
7. Able to handle cash and checks
8. Must be detail oriented
9. Able to make journal entries
10. Must be able to work under pressure
11. Organize and work rapidly

Unions

None

Preparation

1. Must have a high school diploma
2. Must have high school courses in speech, general business, with English writing course.
3. Bookkeeping is helpful
4. Ability to operate calculators and business machines.
5. College background or night courses preferred in accounting, finance, economics, marketing, business law, psychology, mathematics, business administration and public relations.

Entry method

1. Many employers hire cooperative business education students on a part-time basis.
2. Another way is through the school counselor or placement offices.

Advancement and promotion

If one wishes to advance to supervisor and office manager, further education is required.
Credit investigators may go on to become claims adjusters, survey workers and credit analysts.

Earnings

Salaries range from $150.00 to $220 per week (1980 figure).

Advantages and disadvantages

1. Excellent benefits
2. Paid holidays
3. Profit sharing or bonus incentive plans
4. Steady employment
5. Regular hours
6. Must work quickly
7. Must work under pressure
8. Must work with a variety of personalities

Outlook for employment

Good - excellent

Related occupations

Information gathering, verifying and related work, interviewing, information giving and related work; consultive and business services, facilities services and movement, allocating and expediting work, classifying, filing and related work, computing and related recordings, and typing and related recordings.

Bibliography

Chronicle Guidance Publications, Inc. Moravia, N.Y. 13118

UNIT IV-F-6: CAREER EXPLORATION
Lesson 6: Finance and credit - account collector

I. Behavioral objectives

A. Given applicant information, students will write a collection letter.
B. Given a class discussion, students will list two responsibilities of the account collector.

II. Apperceptive base

Why must the credit interviewer and credit investigator work together?

III. Motivational approach

Congratulations: your credit application has been approved. The payments you will make on your car loan from the bank will be $280 per month. If you should not make one of your payments, you will get a nice letter from the bank asking for the money. The person writing the letter will be the account collector.

IV. Aim

To learn the duties of the account collector.

V. Presentation

Specific material:
See supplemental sheets on account collector

Suggested ways to cover material:
A. Distribute handouts
B. Use audio-visual aids
See bibliography
C. Get a copy of a collection letter and explain who wrote it and is responsible for the follow-through.

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

(Discuss with students sample collection letter.)
Give students the following information and have them write a collection letter.

Odell Williams purchased a stereo unit from your store, Radio Shack. Her monthly payments are $15.00 for two years (or until her loan is paid off.) Two months ago she only sent in $10.00. A notice was sent to her reminding her of the credit agreement, requesting the

Application (cont.)

additional $5.00 to be paid. Your store has not received a payment or heard anything from Odell since then. She has made her payments promptly for over a year, but she still has a year of payments left. Compose a collection letter.

VIII. Final summary

Review collection letters.
Have student list two additional responsibilities of the account collector.

ACCOUNT COLLECTOR

Introduction

Companies that lend money with the slogan "Buy now, pay later" unfortunately don't always get paid. Account collectors help maintain a company's financial state by keeping bad debts to a minimum. The account collector's main task is to convince the debtor to make good on all unpaid bills.

Work performed

The responsibilities of the account collector are:

1. Contact the debtor to make other payment arrangements.
2. May recommend that files are turned over to an attorney
3. Goes over debt files
4. In case the debtor moves without giving the new address, the accounts collector must search for the proper address.
5. Contact delinquent customers
6. Revise the debtor's files

Work environment

Modern, pleasant offices.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

1. Must be tactful
2. Must be alert and imaginative
3. Quick witted to handle certain situations
4. Must be sympathetic
5. Persuasive to handle the debtor's reluctancy to pay bills
6. Must have a pleasant phone personality

Unions

None

Preparation

High school diploma
High school courses in psychology and speech, and English are helpful
A foreign language is useful
OJT

Entry method

This is an entry level position. It is usually obtained through want ads and placement offices.

Advancement and promotion

An accounts collector may go on to become a collection manager or supervisor of collectors.
Further college education is necessary for officer positions.

Earnings

Average is $160 a week. Managers earn $20,000 per year (1980 fig.)

Advantages and disadvantages

1. Excellent benefits
2. Good earnings
3. Steady employment
4. Regular hours
5. Must deal with pleasant and unpleasant people
6. May acquire sensitive feelings in dealing with situations

Outlook for employment

Good

Related occupations

Personnel work, phone work, sales, bookkeeping and some clerical positions.

Bibliography

Occupational Outlook Handbook
1978-79 edition.

UNIT IV-F-7: CAREER EXPLORATION
Lesson 7: Finance and credit - office manager

I. Behavioral objective

Given an activity the students will list three possible office manager positions, two advantages and two disadvantages of this occupation.

II. Apperceptive base

List two duties each of the credit interviewer, credit investigator and account collector. As in all previous career areas studied, somebody must oversee the operations of the company.

III. Motivational approach

Who can name the all-important title of the person in charge of the operations of the credit interviewer, credit investigator and account collector? Yes, the office manager.
He must oversee:
1. Sales
2. Credits
3. Loans

IV. Aim

To learn the duties of the office manager.

V. Presentation

Specific material:
See supplemental sheets on office managers

Suggested ways to cover material:
A. Distribute handouts
B. Guest speaker

VI. Medial summary

Ask questions relating to presentation.

VII. Application

Have students answer the following case problem:
You are the loan manager in a bank. One of your employees, Gloria Roman, usually works on Friday evenings in addition to her regular work-week. She asked you two weeks ago if she could have Friday night off because of a special occassion. You gave your permission. The only other employee has been out sick with the measles for the past three days. What should you do?

VIII. Final summary

Discuss students' responses.

Have students list three possible office manager solutions.
Have students list two advantages and two disadvantages of this occupation.

OFFICE MANAGER

Introduction

Whether it is a fast food restaurant or a large chemical company, a manager performs the same duties. All managers must plan, organize, direct and control.

Work performed

1. Sales - they plan, organize, direct, and control sales division planning and operations. The sales manager also supervises transactions between the sales department and other departments in the company.
2. Credit - they read the credit and collection departments of the bank, they determine whether customers who apply for credit have a good financial standing. They also oversee collection of bad debts and worthless checks.
3. Loan - they review applicants to determine whether the applicant will be able to pay a loan off. They investigate their applicants to the fullest. They may even spend time visiting the customer who applies for a loan.

Job environment

Clean, attractive office.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Must be able to talk to people easily
Must be a good listener
Must be understanding
Must be tacktful

Unions

None

Preparation

High school diploma
College degree in business administration is helpful.
English, speech, marketing, public relations, business, psychology are recommended subjects.

Entry method

Experience in the area needed to get the management position for that area.

Advancement and promotion

Opportunity to advance to executive position in the company.

Earnings

Beginning with college degree $15,000 - $20,000
Middle management $20,000 to $50,000
Top management $45,000 to $100,000 +

Advantages and disadvantages

High earnings
Stress and pressure
Possible travel
Steady employment
Paid holidays
Little weekend work

Outlook for employment

Good to excellent

Related occupations

Research director, radio and television station manager, import/export agent, quality control clerk

Bibliography

Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118

UNIT IV-F-8: CAREER EXPLORATION
Lesson 8: Finance and credit - bank manager

I. Behavioral objectives

A. Given a blank organization chart of a bank, students will fill in the blank boxes with the various banking positions.
B. Given a class discussion, students will list three duties of the bank manager.

II. Apperceptive base

A. List two duties of the office managers.
B. Remember, an office manager may be in charge of any type of finance and/or credit institution.
Who would be in charge of the bank?
Yes, the bank manager.

III. Motivational approach

A bank manager has many duties he must perform. A major responsibility is to promote community good will. The next time you are looking at your local newspaper, look for a new business in town, or a new building being dedicated and chances are you will see the bank manager in the picture. Add to this the responsibility of making decisions on credit applications, keeping bank morale high, working with many town stores and companies and reporting to the directors of the bank, and you can see the bank manager has a very important and pressure-filled job.

IV. Aim

To learn the duties of the bank manager.

V. Presentation

Specific material:
See supplemental sheets on bank manager.

Suggested ways to cover material:
A. Have transparency showing organizational flow chart on a bank (see Finance and credit, Original No. 1).
B. Distribute handouts.

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Give students organizational flow chart. Instruct them to fill in the corresponding occupations (if students have difficulty, list the occupations on the board).

VIII. Final summary

Review organizational flow chart of a bank. Fill in blank boxes with correct occupations.

BANK MANAGER

Introduction

Bank managers make decisions within the policy set by the board of directors and existing laws ans regulations. They must have a strong business background and relate to the operations of their department.

Work performed

The responsibilities of a bank manager are:

1. Evaluate credit and collateral of individuals
2. Invest funds
3. Advise individuals and businesses
4. Participate in community projects
5. Evaluate loan applications
6. Analyze an industry's financial statement
7. Relations with other banks
8. Relations with branch managers
9. Advise customers with financial dealings abroad
10. Oversee the employees

Work environment

Pleasant, clean, modern

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

1. Must discipline employees
2. Must be outgoing
3. Must have a strong business sense
4. Must be able to manage employees and operations
5. Must be strong in financial matters
6. Must be able to handle pressure
7. Must be able to delegate authority
8. Must be honest
9. Must have good judgement

Unions

None

Preparation

College degree
Masters of business administration is strongly desired

Preparation (cont.)

Courses in college which are necessary are: finance, accounting, economics, political science, commercial law and statistics.

Entry method

Must start as a bank management trainee. These positions come from want ads, employment agencies and recruiters who visit college campuses.

Advancement and promotion

A successful bank manager may advance to other executive positions. Senior officer positions only come with years of experience.

Earnings

Trainees with a B.S. degree start at $800 - $900 per month.
Trainees with an M.S. or M.A. start at $1,000 - $1,200 per month.
Those graduates with an MBA start at $1,300 - $1,400 per month.
(1976 figures.)

Advantages and disadvantages

1. Excellent benefits
2. Good salaries
3. Advance quickly
4. Interesting work
5. Work with cooperative and uncooperative employees
6. Work with pleasant and unpleasant customers
7. Steady employment
8. Tremendous responsibility
9. Long hours

Outlook for employment

Excellent

Related occupations

Auditor, C.P.A. Public relations, Operations research, managers in other financial fields.

Bibliography

Occupational Outlook Handbook.
1978 - 79 edition

BANK FLOW CHART

SUPPLEMENTARY MATERIALS

FINANCE AND CREDIT

Resources

Boynton, Ralph E. Your Future in Banking. Richard Rosen Press, Inc. New York, N.Y. 1977

Waatley, Jo Ann. Banking, Finance Careers. New York, N.Y. Franklin Watts, Inc. 1978

Crawford, Lycy C. Lynch Richard L. Finance and Credit. Gregg Division, McGraw Hill Book Company, New York, N.Y. 1979

Using Retail Credit. Booklets. Consumer Information Services. Dept. 703. Public Relations, Sears Roebuck and Co. 'Sears Tower, Chicago, Ill 60689

FINANCE AND CREDIT SERVICE

P R A N G F I N G G S T V E R Y R L G
N K G Y V I W A O K B P C R T B M O E
M R L O A N C L E R K H X E D N A I N
J Y E D R A H H F L R D H L J E S Q J
B S U W N N L K M W Z T E L S C G D I
P X F Z E C V C U L U P X E W S T I B
G C R E D I T A N A L Y S T O V H K N
W M J R E A V C K J F W D R I L R D R
E X L O V L N R R U Q H A B T O Z Q E
E V I T U C E X E T N U O C C A C U S
L K Y S H O M W L T N O F O J N S P A
C F L U V U G Q C L N Q J V T O D T L
K R P J Y N S X E B K I L B J F M E E
T M Q D H S K R G H P T T R H F S I S
B V B A W E F N R Z D N S I Q I N K M
I L M F G L N D A H G N B H D C J C A
N F S D Q O Y C E E J W R K P E I O N
G B W G H R X F K Y Q I P J G R R N A
T I R O U N G R O R R R L T H U Y C G
O R C L J Q S K R E L C T I D E R C E
N Z K S Y G V F B D X G S T G X B B R
A C C O U N T C O L L E C T O R R S Q

OCCUPATIONS

ACCOUNT EXECUTIVE
ADJUSTOR
BROKERAGE CLERK
CREDIT ANALYST
CREDIT INTERVIEWER
CREDIT CLERK

FINANCIAL COUNSELOR
SALES MANAGER
LOAN CLERK
LOAN OFFICER
TELLER
ACCOUNT COLLECTOR

FINANCE AND CREDIT SERVICE

P R A N G F I N G G S T V E R Y R L G
N K G Y V I W A O K B P C R T B M O E
M R L O A N C L E R K H X E D N A I N
J Y E D R A H H F L R D H L J E S Q J
B S U W N N C K M W Z T E L S C G D I
P X F Z E C V C U L U P X E W S T I B
G C R E D I T A N A L Y S T O V H K N
W M J R E A V C K J F W D R I L R D R
E X L O V L N R R U Q H A B T O Z Q E
E V I T U C E X E T N U O C C A C U S
L K Y S H O M W L T N O F O J N S P A
C F L U V U G Q C L N Q J V T O D T L
K R P J Y N S X E B K I L B J F M E E
T M Q D H S K R G H P T T R H F S I S
B V B A W E F N R Z D N S I Q I N K M
I L M F G L N D A H G N B H D C J C A
N F S D Q O Y C E E J W R K P E I O N
G B W G H R X F K Y Q I P J G R R N A
T I R O U N G R O R R R L T H U Y C G
O R C L J Q S K R E L C T I D E R C E
N Z K S Y G V F B D X G S T G X B B R
A C C O U N T C O L L E C T O R R S Q

OCCUPATIONS

ACCOUNT EXECUTIVE
ADJUSTOR
BROKERAGE CLERK
CREDIT ANALYST
CREDIT INTERVIEWER
CREDIT CLERK

FINANCIAL COUNSELOR
SALES MANAGER
LOAN CLERK
LOAN OFFICER
TELLER
ACCOUNT COLLECTOR

Banking, Insurance and Real Estate	Personal traits	Works alone	Works with others	Courtesy	Creativity	Flexibility	Good judgement	Aggressiveness	Initiative	Leadership	Liking for detail	Liking for people	Neatness	Perseverance	Reliability	Tact
_Accounts clerk																
_Actuary																
_Administrative assistant																
_Bank clerk																
_Check sorter																
_Claim adjuster																
_Correspondent bank representative																
_Credit analyst																
_Data typist																
_Escrow clerk																
_Information systems analyst																
_Insurance agent																
_Insurance underwriter																
_Loan officer																
_Messenger																
_Mortgage clerk																
_Policy clerk																
_Property manager																
_Real Estate Agent																
_Real estate appraiser																
_Recording clerk																
_Security analyst																
_Securities teller																
_Statistical clerk																
_Tax analyst																
_Teletype operator																
_Teller																
_Title searcher																
_Transit clerk																
_Trust officer																
_Verifier operator																

PERSONAL INVENTORY CHART

Banking, Insurance and Real Estate	Outside interests	Agriculture	Arts and crafts	Creative writing	Drama	Ecology	Homemaking	Litetature	Mechanics	Music	Outdoors	Science	Sports	Travel	School interests	English	Journalism	Mathematics	Science	Social science	Languages	Physical education	Business education	Industrial arts	Home economics	Fine arts	Music	Public speaking	Physical assets	Good eye sight	Good hearing	Good speech	Color perception	Manual dexterity	Agility	Stamina
_Accounts clerk																																				
_Actuary																																				
_Administrative assistant																																				
_Bank clerk																																				
_Check sorter																																				
_Claim adjuster																																				
_Correspondent bank representative																																				
_Credit analyst																																				
_Data typist																																				
_Escrow clerk																																				
_Information systems analyst																																				
_Insurance agent																																				
_Insurance underwriter																																				
_Loan officer																																				
_Messenger																																				
_Mortgage clerk																																				
_Policy clerk																																				
_Property manager																																				
_Real estate agent																																				
_Recording clerk																																				
_Real estate appraiser																																				
_Securities analyst																																				
_Securities teller																																				
_Statistical clerk																																				
_Tax analyst																																				
_Teletype operator																																				
_Teller																																				
_Title searcher																																				
_Transit clerk																																				
_Trust officer																																				
_Verifier operator																																				

IV. CAREER EXPLORATION

G. Food Services

1. Entry level

(a) Lesson plan

(1) Introduction to food services
(2) Dishwasher
(3) Busboy / busgirl
(4) Waiter/waitress
(5) Food preparers / cook
(6) Hostess / head waiter

2. Management, mid-management, specialist level

(a) Lesson plans

(7) Catering manager
(8) Restaurang manager

FOOD SERVICES

Audio-visual aids

Careers in Food Services - Parts I and II
Filmstrip and Audio Tape
Lic. No. 74-732857
Pathescope Educational Films, Inc.
71 Weyman Ave.
New Rochelle, N.Y. 10802

Is a Career in the Restaurant Business for You?
14 min. / color $15.00
Syracuse University
Film Rental Center
1455 East Colven St.
Syracuse, N.Y. 13210

My First Job: Food Service
1-12808 $8.00
Hostess, busboy, waitress, salad maker and chef
Syracuse University, 1455 East Colvan St.
Syracuse, N.Y. 13210

Careers in Marketing Filmstrip series
Complete series - volumes 1-4 (1976)
McGraw Hill Publishers
Set 1 - Food Stores Service - Hotel and Lodging

Fashions in dining - Filmstrip
Consumer information services
Dpt. 703 - Public Relations
Sears Roebuck and Co.
Sears Tower, Chicago, IL 60684

Restaurant Training
Thompson - Mitchel Associates
2996 Grandview Ave., N.E.
Roberts Building, Atlanta, GA 30305

Cost - Each filmstrip $30.00 / Audiscan $60.00 complete set.
Filmstrip $240.00 / Audiscan $480.00

Career Opportunities in the Restaurant Business - Filmstrip
National Restaurant Association
1530 Lake Shore Dr.
Chicago, IL 60611

UNIT IV-G-1: CAREER EXPLORATION
Lesson 1: Food services - introduction

I. Behavioral objectives

A. Given a class presentation, students will list three types of restaurants.
B. Students will summarize why it is important to keep customers happy.

II. Apperceptive base

When was the last time you went out to eat? Where? List on board. Everybody in every restaurant you went into dealt with some form of food services.

III. Motivational approach

List the different jobs you saw people performing when you were at the restaurant.

IV. Aim

To give students an introduction to food services.

V. Presentation

People eat out for many reasons. One family may dine in a restaurant for an enjoyable social evening; others like the convenience of eating out; while still others like eating foods they cannot make - but love. The idea of not having to wash the dinner dishes! Restaurants come in various sizes and forms: fast food, e.g., Burger King's, McDonald's, Gino's. Arthur Treachers, etc.; small restaurants offering native foods or specialized dishes, e.g., a chinese restaurant, elegant dining, an establishment offering multiple-course dinners, sometimes with music and entertainment.

VI. Medial summary

Name three types of restaurants. What are two reasons people like to "eat out?"

VII. Presentation (cont.)

Another area of the food industry is concerned with industrial or large scale food preparation and distribution. Some food companies have contracts to supply food to be served on airplanes, in factories, in hospitals, government offices and in commercial establishments. These companies employ dietitians, chefs, transportation personnel, office workers and department managers.

VIII. Medial summary (cont.)

Name several types of business that contract for large scale food preparation and distribution.

IX. Application

Have students comment (orally or in writing) the following case problem:

A young married couple ordered, from a fast food hamburguer place, three cheeseburgers, two orders of french fries and two vanilla shakes. The cook, operating the business alone, prepared each cheeseburger separately. Once the cheeseburgers were wrapped the cook slowly added up the cost of the order. From the time the order was placed until finished, twenty five minutes had passed. The couple commented: "The prices were reasonable, but the service...!"

X. Final summary

Have students name three types of restaurants.

Have students name several types of businesses that contract for large-scale food preparation and distribution.

Have students summarize why it is of major concern to keep the customers happy.

UNIT IV-G-2: CAREER EXPLORATION
Lesson 2: Food services - dishwasher

I. Behavioral objectives

A. Given the outline of the duties of a dishwasher the student will be able to list two advantages and two disadvantages of a dishwasher.
B. Given the outline, the student will be able to list the responsibilities of a dishwasher.

II. Apperceptive base

What is an important priority of any restaurant besides a nice atmosphere and good food? (cleanliness).

III. Motivational approach

Have you ever had dinner in a restaurant and noticed that you had a spotted glass, dusty dish, or dirty piece of silverware on your table? I'm sure this has happened to all of us at one time or another. This is the fault of an incompetent dishwasher who isn't performing his/her job correctly. The next time you decide to dine out notice the table setting. If you see that it is spotless, you can be thankful that you have a conscientious dishwasher working hard to please you.

IV. Aim

To learn the responsibilities of a dishwasher.

V. Presentation

Specific material:
See supplemental sheets on dishwasher.

Suggested ways to present material:
A. Distribute handouts.
B. From a transparency, discuss job responsibilities with the class. Discuss advantages and disadvantages of this occupation.

VI. Medial summary

Ask the class to list the advantages and disadvantages of being a dishwasher.

VII. Application

Case problem:

Mike Munday has been working as a dishwasher at a well known restaurant for the past nine months. He is always on time, has never broken anything and is very fussy about the cleanliness of the equipment. Mike always does a good job and gets along well with his supervisor.

Application (cont.)

Last Friday the dishwashing equipment broke down and one of the dishwashers called in sick. Mike was the subject of a catastrophy since he was the only one working at the time. The restaurant was busy and the dishes weren't ready for the orders to be placed on them.

As a result, the customers became impatient and many left. The following morning the restaurant manager called Mike and told him not to come in anymore.

What would you do if you were Mike?

Class discussion

VIII. Final summary

Have the students list all of the responsibilities of a dishwasher.

DISHWAWHERS

Introduction

In the food industry the role of the dishwasher is looked upon an entry into a restaurant. It is most important that dishes, utensils, pots and pans, and glassware are spotless for both, the image of the restaurant and health reasons.

Work performed

The responsibilities of the dishwasher are:

1. Operate special machines that efficiently clean silverware and dishes
2. Make minor adjustments to the machines
3. Scrub large pots and pans by hand
4. Clean refrigerators and other kitchen equipment
5. Sweep and mop floors
6. Carry out trash

Job environment

Clean, well-lit, very hot at times.

Qualifications

Age: some restaurants will hire 16 year olds
Sex: male or female (although currently males dominate this occupation)

Must have good health and physical stamina to be able to stand for long periods of time and work at a fast pace during some busy moments.

Aptitudes

1. Must be careful in handling breakable items
2. Must have good eye-to-hand coordination

Unions

Unions available

Preparation

Very little formal education is needed. One should know how to read and write, communicate effectively and know some basic arithmetic if hoping to advance.

Entry method

This is an entry-level position and can be obtained through want ads, or going directly to a food service establishment.

Advancement and promotions

Most dishwashers advance to short-order cook or cook's helper (some to bus-person and waiter/waitress).

Earnings

Most dishwashers begin at minimum wage and receive raises accordingly.

Advantages and disadvantages

1. Work odd hours
2. On feet all day
3. Steady employment
4. Must be able to stand extremely hot water
5. (Some) receive free meals

Outlook for employment

Good

Related occupations

Bell hop, carwasher, busboy, maintenance man

Bibliography

Occupational Outlook Quarterly
Vol. 18, Number 3, 1974

UNIT IV-G-3: CAREER EXPLORATION
Lesson 3: Food services - bus boy/girl

I. Behavioral objectives

Given the outline about the job of a bus boy/girl, the student will be able to list four job responsibilities.

Given a demonstration on table settings, the student will be able to set a table properly.

II. Apperceptive base

A few days ago we discussed the career of a waiter/waitress. Who is the person in charge of assisting the waiter/waitress? (bus boy/girl)

III. Motivational approach

Waiter/waitresses have various responsibilities. In order to do their job well they need assistance from a competent bus boy/girl.

Without their assistance, the waiter/waitress couldn't spend much time pleasing the customer. They would be busy filling water pitchers, setting tables, cleaning tables, dusting and cleaning. Do you think that the bus boy/girl's responsibilities in a small restaurant will be the same as in a larger restaurant?
In a large restaurant the responsibilities are more specialized. Do you feel that the bus boy/girl plays a major role in keeping up the reputation of the restaurant? (YES) In what way? (He/she keeps it clean and attractive so that there is repeated patronage.)

IV. Aim

Tc learn the responsibilities of a bus boy/girl.

V. Presentation

Specific material:
See supplemental sheets on bus boy/girl.

Suggested ways to present material:
Use audio-visual aids:
"Setting your table" - Limit 25 copies
Royal Worcester Porcelain Co., Inc.
11 East 26th st.
New York, N.Y. 10010
or
Distribute handouts.

VI. Medial summary

List four responsibilities of a bus boy/girl.

VII. Application

Using dishes, utensils and glassware, demonstrate proper table setting. Give students a handout and have them number where the proper table equipment is.

The basic cover for dinner is shown here: (1) salad plate, (2) salad fork, (3) dinner fork, (4) dinner plate, (5) dinner knife, (6) soup spoon, (7) teaspoon, (8) cup and saucer, (9) bread and butter plate, (10) water glass, (11) cream, (12) sugar bowl and spoon, and (13) salt and pepper.

ANSWER KEY:

VIII. Final summary

Review advantages and disadvantages of a bus boy/girl.
Go over proper method for table setting.

BUS BOY/GIRL

Introduction

A clean and attractive table is very important in food services, therefore the bus boy/girl's job must be done well to enhance the restaurant's reputation and presentation.

Work performed

Keep serving trays and side boards neat and clean
Clear and reset tables
Carry dirty dishes to kitchen
Bring food from kitchen
Refill salt and pepper shakers
Collect soiled linen for the laundry

Job environment

Depends upon place of employment.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Must enjoy working with people
Must be able to work at a fast pace
Must be neat in appearance

Unions

None

Preparation

Very little formal education needed.
Ability to read, write and perform simple arithmetic.

Entry method

Entry-level position, obtained by going to restaurants for a job or answering want ads.

Advancement and promotion

Advancement to waiter/waitress usually in large restaurants.

Earnings

Percentage of waiter/waitress tips in addition to wage.

Advantages and disadvantages

- Easy-to-find job
- Meet a lot of people
- Continuous walking, standing and carrying
- Job hazards
- No benefits

Outlook for employment

Many job opportunities

Related occupations

Parking attendant, usher, ticket taker and waiter, waitress, clerk.

Bibliography

Chronical Occupational Brief
Moravia, N.Y. 13118
1976, ed. 3

UNIT IV-G-4: CAREER EXPLORATION
Lesson 4: Food services - waiter/waitress

I. Behavioral objectives

A. To give students a list of menu terms and a simulation so that the student will be able to interpret a menu.

B. Given a list of the duties of a waiter/waitress, the student will identify four job responsibilities.

II. Apperceptive base

A. Who is one person you are sure to see in all restaurants? (waiter or waitress).

B. Do you think the duties of a waiter/waitress in a dinner will be the same as in a formal restaurant?
(No, in a dinner they may seat the customer themselves, may ring up the checks on the register, prepare part of the meal, clear off the tables and set them. In a formal restaurant (large) their only duty is to take the customer's order and write up the check. The other duties are performed by the other restaurant staff.)

III. Motivational approach

Last November my friend Bob and his wife tried a new restaurant in town. Since the restaurant had just opened, they weren't quite sure what to order. A very neat and attractive waitress suggested the Surf' N Turf (a combination of lobster tails and steak). It was delicious. The food was served promptly and everything was hot when it arrived. Since they were on their way to the movies, they skipped dessert. The waitress was prompt with the check and thanked them for their patronage.

The following day I asked my friend Bob for a suggestion for a good restaurant. He told me to try this new one and that I would be pleased.

That night my guest from Virginia arrived and we tried the place Bob suggested. When we got there our mouths were watering and our expectations were high. Unfortunately we had to wait twenty minutes before a gum-chewing waitress took our order. We both ordered the Surf N'Turf, and waited 45 minutes. When it was served it was cold. If our waitress had not been talking to her friends it would have been served warm. Next we had to wait twenty minutes for our check, which was put sneaklishly on the table by the waitress.

When I got home I told my friend Bob about the incident, and he was quite surprised. It finally dawned on me that the food was very good, however everything was ruined because of a poor service. We would not return.

IV. Aim

To learn the duties of a waiter/waitress.

V. Presentation

Specific material: See supplemental sheets on waiter/waitress
Suggested ways to cover material:
A. Give students handouts.
B. Have a guest speaker (a DE student working in this capacity)
C. Have a transparency showing the different types of menus.

Types of menus

Composite menus - This menu offers all the possible food choices offered. The food is shown in the order in which it would be selected. On the top left side you will see the appetizers, down to the bottom right side where you will see desserts.

A la carte menu - This is the most common type of menu where all the items are priced separately. Meals tend to be expensive because each item is made special, and extra time is needed to prepare the food.

Table d'Hote menus - Complete full-course meals at fixed prices. The main dishes are listed with choices of appetizers, soups, vegetables, dessert and a beverage. Numbered and titled selections.

For example: 23 California Burger - '14 pound hamburger served on a bun with lettuce, tomato and Bermuda onion.

VI. Medial summary

Ask questions relating to the presentation.
If you are dining at an exclusive restaurant, what type of a menu will you most likely be ordering from?
Answer: A la carte menu.

VII. Presentation (cont.)

Have a transparency showing the parts of a menu.

PARTS OF A MENU

Appetizers - food that is intended to stimulate the appetite. Examples: shrimp cocktail, canapes, clams casino, and fruit cup.

Juice and soup - chilled juices and hot and cold soups.

Salad - served as a side dish or a complete meal.

Entree - the main course of a meal. Meat, poultry, pasta, seafood, vegetables, omelettes and casseroles are examples.

Presentation (cont.)

Side dishes - this includes vegetables, potatoes, pasta and bread or rolls.

Desserts - pies, jello and ice cream, which is served at the end of the meal.

Beverages - includes drinks served before or after a meal.

VIII. Medial summary

Why do you think it is important to know the parts of the menu? (So that the waiter/waitress may advise the customer what they are ordering.)

IX. Application

Pass out menus in class. Have the students identify what type of a menu they have and have them label the parts.

X. Final summary

A. Review the responsibilities of waiter/waitress. Ask which responsibilities are important in a Diner or small restaurant and which are important in a formal or large restaurant.
B. Have the students explain orally why it is important to know the different parts and types of menus.

WAITERS/WAITRESSES

Introduction

Food service is know as the "hospitality industry." The waiters and waitresses' main task is to be the "salesperson" in the restaurant.

Work performed

Waiters and waitresses usually take customers' orders and serve food and beverages. The waiter and waitress makes out the checks and may take payments. They may perform other duties such as clearing the tables and bringing the dirty dishes to the kitchen. They may fill salt and pepper shakers and sugar containers and mustard and ketchup bottles.

A. In a formal restaurant: the waiter and waitress may suggest a meal and explain how the chef will prepare these special dishes. They may help mix salads in the kitchen. Also, they may prepare some food in front of the customers.
B. In fast food restaurants: they take customer's orders, put them on the tray or bag the food and take payments.
C. Room service: waiters and waitresses help prepare orders and take the food from the kitchen to the guest's rooms. They may also set up and serve the food.

Job environment

Since restaurants differ so much there can be no general statements that describe the job environment. Some restaurants are air-conditioned and beautifully furnished, whereas others are not as well equipped.

Qualifications

Age: minimum age requirement is usually 16
Sex: male or female

Aptitudes and interests

Must enjoy working with people
Must have pleasant personality
Must be able to move quickly, quietly and smoothly
Must have a good memory

Unions

Unions available

Preparation

High school diploma.
Home economics or distributive education courses dealing with food

Preparation (cont.)

Restaurant training programs
Two-year colleges with food service programs

Entry method

Informal restaurants.

Advancement and promotion

Higher positions such as: head waitress/waiter
Dining room managers
Assistant matre d'hotel
Assistant restaurant manager
Restaurant manager

Earnings

$1.25 - $3.33 an hour plus tips.

Advantages and disadvantages

Meeting people
Continuous standing, walking, uplifting, bending, and carrying
Endure emotional stress or strain
Job opportunities plentiful
No benefits

Employment outlook

Jobs plentiful

Related occupations

Dining room attendants, cafeteria attendants, carhops, canteen operators, fountain servers, caterer helpers.

Bibliography

Chronicle Occupational Brief
Moravia, N.Y. 13118
1976 Ed. 3

UNIT IV-G-5: CAREER EXPLORATION
Lesson 5: Food service - food preparers (cook/chef)

I. Behavioral objectives

A. Given a list of menu terms the student will define ten of them.
B. Given the attached outline the student will list three responsibilities of a chef or food preparer.

II. Apperceptive base

A. What keeps restaurants in business? (Good food)
B. We have discussed various restaurant occupations but who is responsible for the food that is served? (Chefs, cooks and food preparers.)

III. Motivational approach

It is very important not only for a chef but for everyone to become familiar with menu terms. Today more and more people are eating out. Some people eat out socially and others eat out to discuss business. Knowing what is on the menu will help you help your customers make their selections. When you are dining with business clients or associates you may want to impress them by ordering for them. Being familiar with the terms enables you to do it. Not knowing the terms can make a bad impression as well, especially if you are taken to lunch or dinner by a prospective employer. This happened to Donna Lee Donally.

Dona Lee was applying for a job as cook in an exclusive restaurant. The manager interviewing her said that they would discuss the job over lunch. Donna arrived on time, also looking very fashionable. When they were seated at the restaurant the hostess handed them the menus. Donna lee opened the menu and a knot formed in her stomach. It turned out she didn't understand the terms that were on the menu. She was very embarrassed and also anxious about making a good impression. When the waiter came to take the order whe grinned and ordered a hamburguer.

IV. Aim

To learn the duties of a chef, food preparer or a salad maker.

V. Presentation

Distribute handouts.

VI. Medial summary

Have the students list some of their responsibilities.

VII. Presentation (cont.)

On a transparency, place the list of menu terms. Also give the students Handout No. 1 with the terms and their definitions.

VIII. Medial summary (cont.)

Have the students list ten terms with definitions.

IX. Application

Separate the class into groups consisting of waiters/waitresses, busboys/busgirls, head waiter/hostess, food preparer, baker, cashier, cook and customers. Set up a restaurant simulation. The students interested in food services must take the major roles in this simulation. The day before, take a count of how many students will be ordering milk shakes, hot dogs, popcorn, cookies, donuts and soda.
Have the students contribute money towards what they will be ordering and have two or more people assigned the food purchases (should be the chefs). The students interested in cooking will prepare the hot dogs on hotdog makers and they will make the milk shakes with blenders. Students interested in food-preparing will arrange the food attractively on plates and pour the beverages. Waiters/waitresses will take the orders, write the checks, and serve the food. Busboys and busgirls will clean off the tables, set them up, put out the ketchup, mustard, relish and fill the water glasses. The head waiter/hostess will greet and seat the customers. The cashier will ring up the checks on a cash register using fake money.

This will give the students insight into the responsibilities of the various jobs.

X. Final summary

Review the responsibilities of a chef, cook or food preparer.

UNIT IV-G-5: CAREER EXPLORATION
Lesson 5: Handout No. 1

MENU TERMS

a la -	in the style, manner or fashion of.
a la carte -	each item ordered and priced separately.
a la king -	in cream sauce with mushrooms and gree peppers or pimientos.
au jus -	served with natural juices or gravy.
bisque -	cream sout usually shell fish
carafe -	long neck bottle for serving wine
carte du jour -	day's menu
compote -	two or more fruits stewed in syrup
confiture -	jam or jelly
consomme -	clear broth, made from meat stock
demitasse -	small cup of strong black coffee, usually served with lemon
du jour -	of the day (usually soup)
flambe -	covered with flaming liquor
frappi -	iced mixture or beverage (e.g., milk shake)
fricasse -	chicken or veal in cream sauce
fritter -	food coated with thik butter or fried in fat
gumbo -	soup of meat, okra, tomatoes, green peppers and seasonings
hors d'oeuvre -	appetizers
jambalaya -	rice with onions, tomatoes, shrimp or meat
lyonnaise -	prepared or seasoned with onions
macidoine -	mixture of fruits or vegetables served as salad or as cocktail in jellied dessert dish or used in sauce or as garnish
mousse -	frothy dessert of cream and flavoring
nesserode -	mixture of candied fruits, nuts, and liqueur used in puddings pies and ice cream
pate -	ground meat, often liver, with seasonings
praline -	southern candy of pecans, maple sugar or syrup and cream
puree -	paste or thick liquid made from cooked food put through sieve
quiche lorraine -	pie-like pastry - shell filled with cheese, bacon, and custard, and baked
rossole -	browned, usually of potatoes
souffle -	light, fluffy baked dish made with eggs, sauce and seasonings
tournados -	usually tenderloin, small steak
table d'hote -	complete, fixed-price meal
vichyssoise -	thick, cold potato soup
vinaigrette -	dressing of oil and vinegar with herbs

CHEFS AND COOKS

Introduction

Although there are many determining factors as to what makes a good restaurant, it is obvious that good food is a priority.

Work performed

Preparation of food
Supervise kitchen helpers
Purchase supplies
Plan menus

Job environment

Clean, noisy

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Must be artistic, orderly, alert, creative and flexible
Must be able to supervise and direct others

Unions

Unions available

Preparation

High school diploma
Courses in English, social studies and business math
On-the-job training
(The American Culinary Federation has a Certification program)

Entry method

Apply to food service establishment for job as assistant cook, salad maker, etc. Rarely begin as chef. You must build good reputation. Can work as short-order cook if management willing to train.

Advancement and promotions

Since there is a shortage of skilled cooks, there are many opportunities for advancement within this industry.

Earnings

$150.00 - $295.00 a week for experienced cooks
Chef earns from $18,000 to $25,000 and some chefs may earn above $30,000 a year.

Advantages and disadvantages

Interesting work
Mentally and physically exhausting
Long hours
Work with people
Good pay
Pressure during rush hours

Outlook for employment

Excellent opportunities for well-qualified cooks and chefs.

Related occupations

Housekeeper, food service, supervisor.

Bibliography

Chronicle Occupational Brief
Moravia, N.Y. 13118
1976, ed. 3

UNIT IV-G-6: CAREER EXPLORATION
Lesson 6: Food services - hostess/head waiter

I. Behavioral objectives

A. Given examples of hostesses / head waiter, the student will identify them accordingly.
B. Given a list of hostess/head-waiter responsibilities, the student will list five responsibilities.

II. Apperceptive base

A. When you enter a restaurant, who is the first person who greets you? (Hostess/ head waiter).
B. Do you get some type of an impression about the restaurant or its atmosphere from the head waiter/hostess?

III. Motivational approach

Last night I went out with a group of friends to a super club to listen to a musical group. When we arrived we didn't realize reservations were necessary.
A courteous hostess escorted us to a standing area. She told us that reservations were necessary, but she would try her best to accomodate us. Righ before the show began she received a cancellation and seated us at that table. Have any of you ever had a similar or perhaps negative experience with a head waiter/hostess?

IV. Aim

To learn the duties of a head waiter/hostess.

V. Presentation

Specific material: See supplemental sheets on head waiter/hostess.
Suggested way to present material: Distribute handouts.

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Classroom simulation:
Have two students act as a head waiter/hostess. One will be sloppy, chewing gum, obnoxious, loud and have a nasty appearance. The second will be polite, neat, smiling, courteous, and greet the customers in a gracious manner.
Have a group of students act as the customers. Simulate the nasty head waiter/hostess first. Then have the same simulation with the polite head waiter/hostess. At the end discuss the differences in both situations.

VIII. Final summary

At the end of the lesson the students will list five responsibilities of a head waiter/hostess.

HEAD WAITER / HOSTESS

Introduction

The head waiter or hostess is the first person that the customer sees when entering a restaurant. It is important that they make the customer feel wanted when entering the restaurant, and greet them appropriately. The head waiter or hostess reflects the image of the restaurang and should be friendly, attractive and well groomed.

Work performed

Duties and responsibilities of the head waiter/hostess are:

1. May assign work stations
2. Schedule dining reservations
3. Welcome customers
4. Seat the customers at tables or in lounge
5. Direct activities of waitresses, waiters and dining room attendants
6. Arrange parties or special-service dinners
7. Takes care of complaints
8. Inspect dining room service stations for cleanliness and neatness
9. Inspect equipment
10. Order linens
11. Order dining room supplies
12. May hire or discharge dining room service personnel

Job environment

Pleasant and clean

Qualifications

Age: when qualified
Sex: male or female

Aptitudes

Must have a pleasant personality
Must be able to supervise dining room service personnel
Must be neat
Must be well spoken and communicate properly
Must have good business sense
Must have good eye sight and hearing

Unions

Available

Preparation

High school diploma
Some college is helpful

Preparation (cont.)

Courses in English, speech, management, and basic math are recommended.
OJT

Entry method

Some head waiters/hostesses were waiters and waitresses first. Others enter into the position and are trained at the restaurant.

Advancement and promotion

Many head waiters/hostesses advance to assist managers and managers of restaurants. If planning to advance, a college degree either in home economics, business or restaurant management is highly recommended.

Earnings

The earnings for hostesses/head waiters depend upon the type of restaurant and its size.
Usual earnings are $140.00 - $400.00 per week.

Advantages and disadvantages

1. Good benefits
2. Good salary
3. Relaxed atmosphere
4. On feet all day
5. Much responsibility
6. Regular, steady employment
7. Must discipline dining room service personnel
8. Work in pleasant surroundings.

Outlook for employment

Good

Related occupations

An assistant manager receptionist, host or hostess in other occupations.

Bibliography

Smith William. Food services. McGraw Hill, New York, N.Y. 1979

UNIT IV-G-7: CAREER EXPLORATION
Lesson 7: Food services - catering manager

I. Behavioral objectives

A. Given the supplemental outline the student will list five duties of a catering manager and three advantages and three disadvantages of this occupation.
B. Given a food inventory sheet, the student will correctly complete it.

II. Apperceptive base

Have any of you ever been to a party that has been catered professionally? (Weddings, graduations, banquets, etc.)
Who do you think is responsible for a catering operation? (Catering manager)

III. Motivational approach

How many of you are planning on getting married some day? Well, when that day comes, some of you will have a reception and many of you will have food delivered to your house or a social club. Picture the wedding party, parents of the bride and groom, and the guests waiting for the food to arrive. The whole wedding can be a success or a failure depending on the efficiency and promptness of the catering manager.
When the food finally arrives you can relax, but only for a second, the food must be good.
The catering manager's job is very important, not only to weddings, but other social and business functions as well.

IV. Aim

To learn about the job of a catering manager.

V. Presentation

Specific material: See supplemental sheets on catering manager.
Suggested ways to cover material:
A. Distribute handouts
B. Use transparencies
C. Have a guest speaker (possibly someone from the cafeteria staff has knowledge of the catering industry).

VI. Medial summary

Ask questions relating to the presentation.

VII. Presentation (cont.)

Demonstrate how to complete a food inventory sheet.

VIII. Medial summary

Ask key questions relating to the completion of the forms.

IX. Application

Give each student a food inventory sheet. Food Service Handout No. 1 Each student will complete it according to the teacher's instructions.

X. Final summary

Review the responsibilities of a catering manager along with the advantages and disadvantages of this occupation.

UNIT IV-G: CAREER EXPLORATION
Lesson 7: Handout No. 1 - Food service

INVENTORY SHEETS

Nick's Hide-a-way is a small diner located on highway 66. This is Nick's inventory sheet for two consecutive weeks.

The first column lists the items, the second lists the size of the items, the third the size of the supply which should be on hand.

Each week items are recordered as they are used. Fill in the inventory chart according to the following inventory.

Week I

1. 2 sacks of flour are used
2. 2 sacks of sugar are used
3. 11 lbs of butter are used
4. 45 boxes of eggs are used
5. 50 gallons of milk are used
6. 50 gallons of milk ordered and received
7. 45 boxes of eggs ordered and received
8. 11 lbs. of butter ordered
9. No sugar ordered
10. 2 sacks of flour ordered and received

Week II

1. 4 sacks of flour are used
2. 5 sacks of sugar are used
3. last week's 11 lb. order of butter is received - 10 lbs. used this week
4. 20 boxes of eggs used
5. 20 gallons of milk used
6. 10 gallons of milk ordered and received
7. 20 boxes of eggs ordered and received
8. 10 lbs. of butter ordered and received
9. 7 sacks of sugar ordered and received
10. 4 sacks of flour ordered and received

WORKSHEET

Food Service - Handout No. 1

WEEK I

Item	Specifications	Standard supply	On hand used	On hand	Ordered received	On hand
Flour	15 lb. sack	10 sacks				
Sugar	8 lb. sack	10 sacks				
Butter	10 lb. sack	50 lbs.				
Eggs	2 doz. box	100 boxes				
Milk	1 gallon container	100 gal.				

WEEK II

Flour						
Sugar						
Butter						
Eggs						
Milk						

WORKSHEET

ANSWER KEY

Food Service - Handout No. 1

WEEK I

Item	Specifications	Standard supply	On hand used	On hand	Ordered received	On hand
Flour	15 lb. sack	10 sacks	10 2	8	2 2	10
Sugar	8 lb. sack	10 sacks	10 2	8	0 0	8
Butter	10 lb. sack	50 lbs.	50 11	39	11 11	39
Eggs	2 doz. box	100 boxes	100 45	55	45 45	100
Milk	1 gallon container	100 gal.	100 50	50	50 50	100

WEEK II

Flour			10 4	6	4 4	10
Sugar			8 5	3	7 7	10
Butter			39 + 11 10	40	10 10	50
Eggs			100 20	80	20 20	100
Milk			100 20	80	20 20	100

CATERING MANAGER

Introduction

Social affairs rely upon the services of the caterer. The caterer prepares specially set menus for a set number of people. Most caterers are hired for weddings, banquets, graduations, proms and testimonial dinners.

Work performed

The responsibilities of the catering manager are:

1. Plan the menu
2. Choose table arrangements
3. Purchase the food
4. Purchase linens, silverware, glassware and china
5. Plan the hors d'oeuvres
6. Hire the personnel
7. Order table arrangements
8. Hire bands
9. Order flowers
10. Supervise the personnel
11. Book the parties
12. Inspect the equipment

Job environment

Pleasant and clean

Qualifications

Age: when qualified
Sex: male or female

Aptitudes

1. Must have a pleasant personality
2. Must be tactful
3. Must be able to supervise dining room service personnel
4. Must be well spoken and communicate properly
5. Must have good business sense
6. Must have catering or restaurant experience
7. Must be able to delegate authority
8. Able to handle large parties

Unions

None

Preparation

High school diploma
College degree preferred
Catering or restaurant experience a must
College or high school courses in English, speech, math, accounting, management and restaurant courses.

Entry method

Catering managers are usually hired within the establishment. Usually they were the head waiter, hostess or the assistant manager.

Advancement and promotion

The catering manager is at the highest level. If working for a catering chain, one may go on to become a district catering manager and oversee a few catering restaurants.

Earnings

$20,000 - $30,000 +

Advantages and disadvantages

1. Excellent salary
2. Nice atmosphere
3. High responsibility
4. Regular, steady employment
5. Long hours
6. High pressures
7. Good benefits
8. Must discipline personnel
9. Business risks
10. Must be on hand during the parties

Outlook for employment

Good

Related occupations

Sales manager, retail manager, lawyer, bank manager.

Bibliography

Smith, William. Food Services. McGraw Hill, New York, N.Y. 1979.

UNIT IV-G-8: CAREER EXPLORATION

Lesson 8: Food services - restaurant manager

I. Behavioral objectives

A. Given a transparency of an organizational chart, the student will complete the line of organization.

B. Given the outline of a restaurant manager the students will list the responsibilities of a restaurant manager.

C. Given a transparency the student will list the qualifications of a restaurant manager.

II. Apperceptive base

So far we have discussed various careers in the restaurant business. But who is in charge of scheduling employees, buying the food, hiring the staff, planning the menu and supervising the restaurant? (The restaurant manager.)

III. Motivational approach

Peggy Patrick is a restaurant manager in New Jersey. Peggy's staff is well trained and experienced. The food is always the finest and the menu is very large. The decor is elegant but informal. The clientele is sophisticated and well established. Peggy's staff is very cooperative and there are very few problems. She makes sure that there is always enough staff coverage and respects their ideas and suggestions. This creates a very pleasant atmosphere, where the staff is happy and does a fine job.

The customers always receive much attention and Peggy spends more time out on the floor than in the office. Peggy is a good restaurant manager. She is pleasant, cooperative, has strong business sense, disciplines the staff in a tactful manner, can cope with pressure and is very fair. Her qualities are the reason for the restaurant's success.

IV. Aim

To learn the duties of a restaurant manager.

V. Presentation

Discuss the attached outline. List the responsibilities of a catering manager and their qualifications. On a transparency present and explain the organizational chart in a restaurant.

VI. Medial summary

List the qualifications of a restaurant manager.

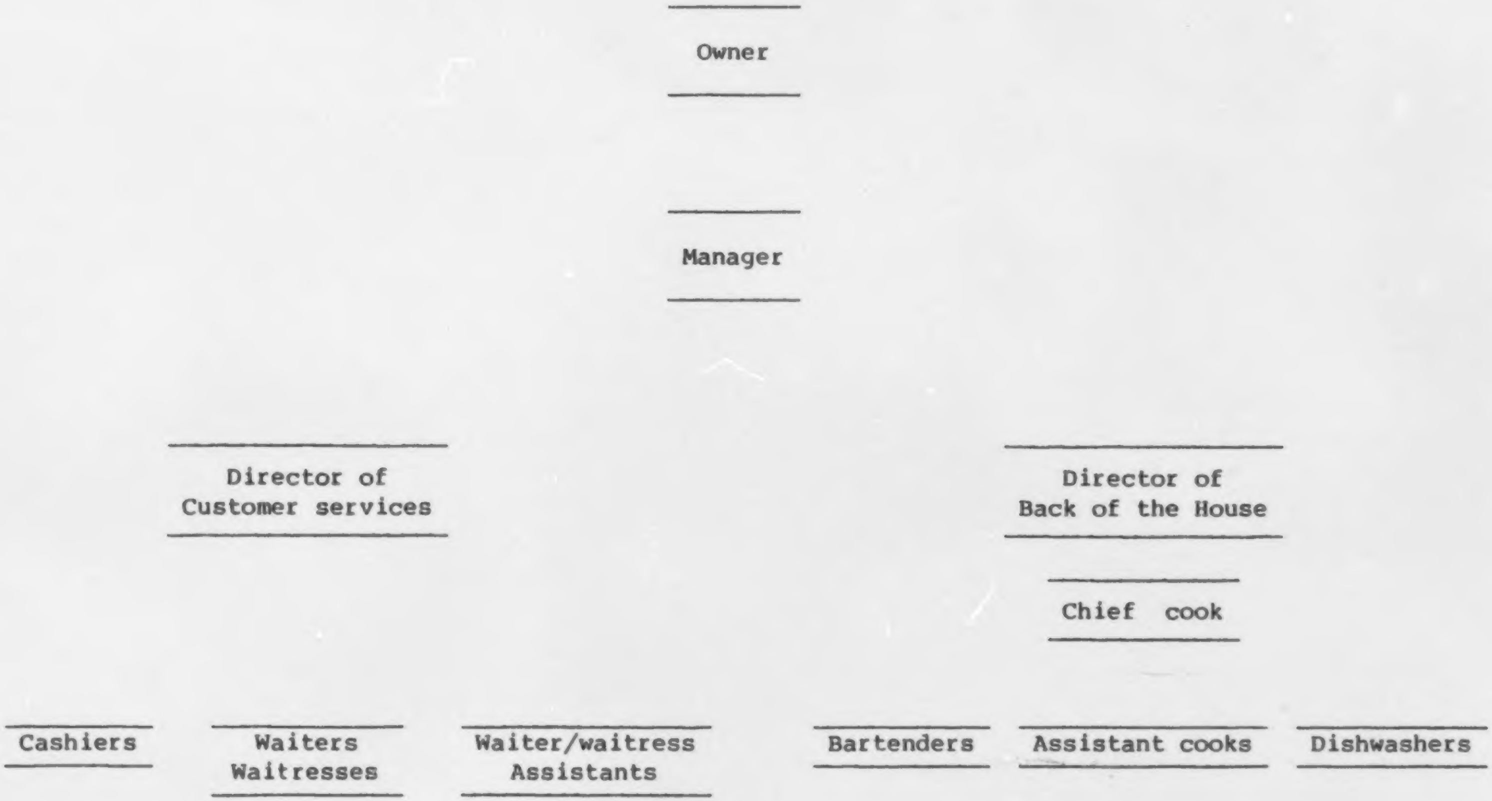
VII. Application

Have each student make up a restaurant organization chart using the following occupations:

1. Cashiers
2. Waiters/waitresses
3. Waiter/waitress' assistants
4. Bartenders
5. Assistant cooks
6. Dishwashers
7. Manager
8. Chief cook
9. Director of customer service
10. Owner
11. Director of Back of the House

VIII. Final summary

Review the restaurant manager's qualifications and responsibilities.


Owner
Manager
Director of Customer services
Director of Back of the House
Chief cook
Cashiers
Waiters Waitresses
Waiter/waitress Assistants
Bartenders
Assistant cooks
Dishwashers

RESTAURANT MANAGER

Introduction

Who is there when the roasts burn? Who makes up the menu? The overall person who is key behind a successful food service operation is the restaurant manager. Without him a restaurant would be lost. It takes special qualities to be a restaurant manager: Leadership, friendliness, business mindedness, are all traits of a restaurant manager.

Work performed

Duties and responsibilities of a restaurant manager are many and varied. Generally, managers coordinate the entire business operations for efficient, courteous service and are responsible for the business and financial management of the establishments.

Duties include:

1. Ordering
2. Receiving
3. Inspecting
4. Distributing items
5. Hiring employees

Job environment

Office for work - most of the time out, in the kitchen and other rooms, seeing to it that work is done.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Ability to get along with others
Initiative, imagination and ingenuity
Sales ability or interest is helpful because he/she will be selling him/herself and the restaurant.
An interest in the food service industry.

Unions

None

Preparation

High school diploma
Associate of arts degree or certificate from a 2-year college helpful for better salary
Bachelor's degree from a 4-year college helpful for better salary.

Entry method

Can begin as a waiter/waitress, learn the business from the bottom up and get promoted along the way.
College graduates with a degree in Food Service, Business administration, may apply directly to businesses.
Experience is a must. Either from a distributive education program or summer work.

Advancement and promotion

Independent restaurant, the manager would be classified as a top position. Only advancement would be in going into his/her own business. If it were a chain store he/she could advance to district manager and to an executive position.

Earnings

In a small business - $10,000 - $12,000 yearly
For a more experienced person - $12,000 to $30,000 yearly
Also depends on duties and responsibilities

Advantages and disadvantages

Long, irregular hours
Possible Sunday work
Ability to get along with people
Good salary
Good benefits (if working with food service chain)
Formal education not a necessity

Outlook for employment

Good to excellent

Related occupations

Supervisor in business field
Training director
Clerical work
Sales work
Explor opportunities in managerial work

Bibliography

Chronicle Occupational Brief
Moravia, N.Y. 13118
1976 Ed. 3 D.O.T. 187.168

FOOD SERVICES MARKETING

K	R	S	G	C	O	O	K	R	E	O	O	L	Q
O	N	W	B	D	H	I	M	E	T	T	H	C	R
A	Y	A	A	U	O	"	J	U	"	S	I	O	E
J	W	I	N	E	S	T	E	W	A	R	D	U	H
A	C	T	K	O	T	P	F	I	N	H	E	N	S
H	N	R	D	I	K	F	E	R	T	M	O	T	A
A	O	E	M	E	E	C	A	R	H	O	P	E	W
C	A	S	H	I	E	R	L	V	S	I	N	R	H
L	O	S	T	W	H	R	G	E	"	O	D	C	S
W	A	I	T	E	R	N	S	P	I	R	N	L	I
I	K	E	S	T	S	O	E	A	L	P	E	E	D
T	S	T	O	M	E	S	T	I	M	E	R	R	B
I	H	S	M	A	I	T	R	E	D	'	I	K	L

OCCUPATIONS

BUSPERSON

CARHOP

CASHIER

COUNTER CLERK

HOST

HOSTESS

MAITRE D'

WAITER

WAITRESS

WINE STEWARD

COOK

DISHWASHER

FOOD SERVICES MARKETING

K	R	S	G	C	O	O	K	R	E	O	O	L	Q
O	N	W	B	D	H	I	M	E	T	T	H	C	R
A	Y	A	A	U	O	"	J	U	"	S	I	O	E
J	W	I	N	E	S	T	E	W	A	R	D	U	H
A	C	T	K	O	T	P	F	I	N	H	E	N	S
H	N	R	D	I	K	F	E	R	T	M	O	T	A
A	O	E	M	E	E	C	A	R	H	O	P	E	W
C	A	S	H	I	E	R	L	V	S	I	N	R	H
L	O	S	T	W	H	R	G	E	"	O	D	C	S
W	A	I	T	E	R	N	S	P	R	I	N	L	I
I	K	E	S	T	S	O	E	A	L	P	E	E	D
T	S	T	O	M	E	S	T	I	M	E	R	R	B
I	H	S	M	A	I	T	R	E	D	'	I	K	L

OCCUPATIONS

BUSPERSON
CARHOP
CASHIER
COUNTER CLERK
HOST
HOSTESS
MAITRE D'
WAITER
WAITRESS
WINE STEWARD
COOK
DISHWASHER

PERSONAL INVENTORY CHART

Food Services	Outside interests	Agriculture	Arts and crafts	Creative writing	Drama	Ecology	Homemaking	Literature	Mechanics	Music	Outdoors	Science	Sports	Travel	School interests	English	Journalism	Mathematics	Science	Social science	Languages	Physical education	Business education	Industrial arts	Home economics	Fine arts	Music	Public speaking	Physical assets	Good eyesight	Good hearing	Good speech	Color perception	Manual dexterity	Agility	Stamina
_Busboy/girl																																				
_Cafeteria attendant																																				
_Cashier																																				
_Caterer																																				
_Chef																																				
_Coffee shop manager																																				
_Commissary manager																																				
_Cook's helper																																				
_Counter supervisor																																				
_Dietitian																																				
_Dining room hostess																																				
_Dishwasher																																				
_Food assembler																																				
_Food checker																																				
_Food controller																																				
_Headwaiter																																				
_Kitchen helper																																				
_Kitchen steward																																				
_Management trainee																																				
_Merchandising trainee																																				
_Pantryman																																				
_Pastry cook																																				
_Porter																																				
_Recipe development assistant																																				
_Short-order cook																																				
_Waitress/waiter																																				

PERSONAL INVENTORY CHART

Food Services	Personal traits	Works alone	Works with others	Courtesy	Creativity	Flexibility	Good judgement	Aggressiveness	Initiative	Leadership	Liking for detail	Liking for people	Neatness	Perseverance	Reliability	Tact
_Busboy/girl																
_Cafeteria attendant																
_Cashier																
_Caterer																
_Chef																
_Coffee shop manager																
_Commissary manager																
_Cook's helper																
_Counter supervisor																
_Dietitian																
_Dining room hostess																
_Dishwasher																
_Food assembler																
_Food checker																
_Food controller																
_Headwaiter																
_Kitchen helper																
_Kitchen steward																
_Management trainee																
_Merchandising trainee																
_Pantryman																
_Pastry cook																
_Porter																
_Recipe development assistant																
_Short-order cook																
_Waitress/waiter																

SUPPLEMENTARY MATERIALS

Food Services

Resources

Aikin, Brenton. The Waiter/ Waitress manual. Gregg Divison. McGraw Hill Pub. New York, N.Y. 1976

Knoll, Anne. Food Service Management: A Human Relations Approach. Gregg Division, McGraw Hill Pub. New York, N.Y. 1976

Smith, William O. Food Services. Gregg Division, McGraw Hill. New York, N.Y. 1979

Villella, Joseph. The Hospitality Industry: The World of Food Service. Gregg Division, McGraw Hill Book Publishers. New York, N.Y. 1975

IV. CAREER EXPLORATION

H. Petroleum

(1) Introduction
(2) Carwasher
(3) Auto parts counterperson
(4) Service Station attendant
(5) Service Station manager

PETROLEUM

Audio-visual aids

Service Station - Job introduction and Salesmanships
Thompson Mitchell Associates
2996 Grandview Ave. N.E. Roberts Building
Atlanta, GA 30305
$130.00 Complete set - 12 films with cassettes

Careers in Marketing Filmstrip Series
Complete Series - Volumes 1-4 1976
McGraw Hill Publishers
Set 2 - Petroleum, Transportation, Building and Farming

350 - Pontiac Poursition (1971)
16 mm. sound 28 min.
How is an automobile made?
Modern Talking Picture Service
315 Springfield Ave. Summit, N.J. 07901

Running Great - Careers in Auto Service
(31495) 16 mm. 20 min. / color
Modern Talking Picture Service
2323 New Hyde Park Rd.
New Hyde Park, N.Y. 11042

Doin' It Right (N-992)
16 mm. 28 min. (Automobile field)
Association Films, Inc.
600 Grand Ave.
Ridgefield, N.J. 07657

The Dividing Line (L-992)
16 mm. 23 min. Color
(for hire - truck industry)
Association Films, inc.
(address as above)

A Place to Go (G-262)
16 mm. 21½ min. / color
(Trucking industry - careers)
Association Films, Inc.
(address as above)

Home Care Publications
(Kit) Limit 35 copies
Professional staff only
Johnson wax
Consumer Education Department ET678
P.O. Box 567
Racine, Winscosin 53403

Is Your Future in the Trucking Industry:
Wall Chart (22" x 34")
One per classroom
American Trucking Associations, Inc.
Education Services
1616 P. Street, N.W.
Washington, D.C. 20036

Good Hand, Good Eye
16 mm. 17 min. / color
(Career opportunities in automotive paint and body shop)
E.I. Du Pont de Nemours and Company, Inc.
Motion Picture Section
Advertising Department
1007 Market St.
Wilmington, Delaware 19898

UNIT IV-H-1: CAREER EXPLORATION
Lesson 1: Introduction to petroleum marketing

I. Behavioral objective

To give a brain-storming session which will encourage students to list ten services offered by a gas station to the customer.

II. Apperceptive base

How did our orange arrive at the warehouse and then on to Shop-Rite? (Yes, a truck)
The next area we will move into pertains to the truck that delivered the orange. What if it breaks down? What if it has to stop for gas? What if it needs a new tire? These are all things that may happen not only to one truck that delivered oranges, but also to other forms of transportation.

III. Motivational approach

The next time you are on a highway count the number of cars that pass you coming in the other direction. Everyone of these cars will need gas, repairs and parts. Think of the many jobs available in this area called petroleum marketing.

IV. Aim

To introduce the students to the area of petroleum marketing.

V. Presentation

This broad classification includes automobiles and trucks, automobile and truck parts and accessories, fuels and lubricants, and auto campers and trailers.

VI. Medial summary

Name several things included under the category of petroleum marketing.

VII. Presentation (cont.)

A good way to gegin in this industry is to take part in a management training program of a major oil company.

VIII. Medial summary

Name several things included under the category of petroleum marketing. What is one suggestion for a beginning worker in this industry?

IX. Application

Have students compole a list of possible services a gas station affords a customer.

Application (cont.)

Examples:
- sells gasoline
- repairs flat tires
- repairs automobile malfunctions
- body work
- state re-inspection
- sells auto accessories (windshield wipers, oil, tires, filters, batteries, waxes, fan belts, etc.)
- gives directions (maps available)
- air hose
- towing
- checks oil - water
- washes windshield
- provides restrooms
- may drive the customer home when the car is left for servicing
- offers credit

X. Final summary

Review presentation and application. Emphasize that there are opportunities in many areas in the automotive and petroleum fields besides that of a service station.

UNIT IV-H-2: CAREER EXPLORATION
Lesson 2: Petroleum - carwasher

I. Behavioral objectives

A. Given a class discussion, students will list three supplies needed by a car washer.
B. Given a class discussion, students will list two advantages and two disadvantages of being a carwasher.

II. Apperceptive base

What are three things that every car will need?
(1) gas
(2) repairs
(3) spare parts

III. Motivational approach

A. Let's pretend you are getting married and you will be using a friend's car to bring you from the wedding to the reception. Where would you want that car to go before the wedding so that it looks clean?
B. If your car is in a parade, where would you bring the car to get it to look nice?
C. If you are going on a sales call with your boss, where would you bring your car to make it look good?

Yes, to a car wash. Many carwashers are looking for help. Just read the help-wanted section.

IV. Aim

To take a look at the duties of a carwasher.

V. Presentation

Specific material:
See supplemental sheets on car washer.
Suggested ways to cover material:
A. Distribute handouts.

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Plan an actual or simulated car wash as money making project. Have students list all supplies necessary, assign duties to volunteers, get permission from school and/or gas station officials.

VIII. Final summary

Have students list three necessary supplies needed by a carwasher. Have them list two advantages and two disadvantages of this occupation.

CARWASHER

Introduction

When people are too tired or lazy to take care of their own car, who do they bring it to? The carwasher. It seems like a fun and easy job, but it really takes a lot of hard work and willpower to be able to get the job done correctly.

Work performed

Getting the car ready to go into the machine, wash brushes, vacumm front and back rug, clean mats and ashtrays, after car has been washed dry exterior, wash windows, put an air freshner in the car. Making sure the customer is satisfied would be another duty of the carwasher. If all labor was to be done by hand, the carwasher would also have to wash the car. No machines are used in any part of this type of car wash.

Job environment

Clean, hot in the summer, cold in the winter.

Qualifications

Age: minimum age requirement is 16, will depend upon duties and machinery used.
Sex: male or female

Aptitudes and interests

Ability to get along with others.
Enough interest in the job to do it so the customer is satisfied.

Unions

Varies

Preparation

High school diploma is not necessary, but always helpful.

Entry method

Apply at car wash, or through Distributive Education program in high school.

Advancement and promotion

Supervisor of all of the other car washers, owning your own car wash.

Earnings

Minimum wage plus tips.

Advantages and disadvantages

Work is repetitious
No heavy, phisical strength needed, but muscles are used and cause strain.
Regular hours
No nights
No work on rainy or snowy days
Usually always busy

Outlook for employment

Good

Related occupations

Gas station attendant, car repair clerk.

Bibliography

Chronical Occupational Brief
Moravia, N.Y. 13118
1976 Ed. 3

UNIT IV-H-3: CAREER EXPLORATION
Lesson 3: Petroleum - auto parts couterperson

I. Behavioral objective

Given a complete stock list, students will prepare an inventory of different motor oils.

II. Apperceptive base

List three supplies needed by a carwasher. If a carwash needed these supplies, where would they go? Chances are they would have to go to the auto parts store.

III. Motivational approach

Last winter, my car had a very difficult time starting in the morning. A friend of mine suggested I get my battery tested. I got it tested at the Auto Center of a large retailer. The cost was really a lot higher than I wanted to spend. I decided that even though I knew nothing about cars, I would install a new battery myself. I walked into an auto parts store to order a battery. The counterperson looked in a book and showed me the price I would pay. I sure would save a lot of money putting it in myself. He then gave me a little booklet on how to change batteries and told me to call him if I had any problems.

He was very helpful and knowledgeable and the job went very smoothly. I was fortunate to have met such a knowledgeable and professional auto parts counterperson.

IV. Aim

To learn the duties of an auto parts counter salesperson.

V. Presentation

Specific material:
See supplemental sheets on auto parts counterperson.

Suggested way to cover this material:
Distribute handouts.

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

An oil inventory has to be taken to enable us to place an order for next month. The following oil is in the stock room:

QS 10-W-20 - 112 1 qt. cans
QS 10-W-30 79 1 qt. cans

Application (cont.)

QS 10-W-40 - 105 lqt. cans

Fill in inventory level form (Form 1).

The following oil is on display on the floor:

QS 10-W-20 - 24 lqt. cans
QS 10-W-30 - 42 lqt. cans
QS 10-!-40 - 33 lqt. cans

Fill in inventory level form (Form 2).

Check oil inventory record. This is how much oil should be in stock at all times.

Subtract the totals inventoried from the totals that should be in stock (on hand).

Using the oil order form (Form 3) list the amount of oil by category which should be ordered to bring the stock up to its proper level.

VIII. Final summary

Name three duties of an auto-parts counterperson.
What are some advantages and disadvantages in the position of an auto-parts counterperson?

OIL INVENTORY LEVEL FORM

(Form 1)

Brand	Grade	Stockroom	Floor	Total
QS	10 - W - 20			
QS	10 - W - 30			
QS	10 - W - 40			

OIL INVENTORY RECORD

(Form 2)

Brand	Grade	Total
QS	10 - W - 20	150 1 qt. cans
QS	10 - W - 30	300 1 qt. cans
QS	10 - W - 40	250 1 qt. cans

OIL ORDER RECORD

(Form 3)

Brand	Grade	Total
QS	10 - W - 20	
QS	10 - W - 30	
QS	10 - W - 40	

AUTO PARTS COUNTERPERSON

Introduction

In today's society, an automobile is a necessity, therefore auto parts are very important to keep our automobiles running efficiently. A salesperson of automotive parts must have a great knowledge and interest in automobiles.

Work performed

1. Sell automotive parts and accessories that match the mark, model and year of car.
2. Handle cash payments or charges and fill out sales receipts.
3. Up-date price lists and catalogs.
4. Unpack and store incoming shipments, keep sales records and take stock inventory.
5. Test equipment.

Job environment

Depends upon store - usually clean and well lighted.

Qualifications

Age: when qualified (sometimes stores will hire a high school student over 16 with knowledge of automobiles).
Sex: male or female

Aptitudes and interests

Knowledge of different automobile and truck systems
Skill in working with numbers
Good memory

Unions

Unions available

Preparation

High school diploma
Courses dealing with auto mechanics. shopwork, commercial arithmetic and mechanical drawing.

Entry method

Start as parts delivery worker, stock or receiving clerks.

Advancement and promotion

Ambitious persons may take additional education in selling and become outside salesperson for parts, wholesalers, distributors or manufacturers.

Earnings

Trainees, delivery workers, and stock workers earn approximately $3.85 to $5.50 an hour. Experienced salesperson earns $4.50 to $8.50 an hour (1980 figures).

Advantages and disadvantages

1. Good job opportunities
2. Meet people
3. Work on Saturdays and some holidays
4. On feet all day

Outlook for employment

Good job opportunities

Related occupations

Sales and services, delivery and service, sales engineering.

Bibliography

Chronicle Occupational Brief
Moravia, N.Y. 13118
1976 Ed. 3

UNIT IV-H-4: CAREER EXPLORATION
Lesson 4: Petroleum - service station attendant

I. Behavioral objectives

A. Given a class discussion, students will discuss the importance of giving correct change to the customer.
B. Given a class presentation, students will list three responsibilities of a service station attendant.

II. Apperceptive base

A. What was the major reason for my installing the new battery myself? (Yesterday's lesson) (Yes, I wanted to save some money)
B. Many times we don't have a choice of installing auto parts ourselves.

III. Motivational approach

Picture this: you are driving alone on a rainy night when all of a sudden you hear "Thump," "Thump,""Thump!" Just what you needed. A flat tire! You go to the trunk of your car and remember that you never had your extra tire replaced. What to do? You walk three miles and come to a gas station. You wonder if it is ipen and sigh a deep breath when you see a young man pumping gas into a car. You explain your predicament to the service station attendant. He promptly gets his tow truck and brings your car back to the station. He shows you a price list for a new tire and offers you a cup of coffee and a place to dry off.

Okay, it will cost some money, but that service station attendant was worth every penny that night.

IV. Aim

To learn the duties of a service station attendant.

V. Presentation

Specific material: see supplemental material on service station attendant.

Suggested ways to cover material:
A. Distribute handouts.
B. Have guest speaker (DE co-op student, shop - automotive - teacher, other student within school working part time as a service station attendant).
C. Use audio-visual aids:

"My First Job: Service Station Attendant"
11 min. s-a No. 1012812 $9.00
Coronet 1975 Guidvoc. Syracuse University

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

You have the following sales one afternoon. The amount of the sale is listed as is the amount of cash the customer gave you for each sale. Using the least amount of coins and bills possible, show the amount of each necessary to return the correct change to the customer.

	Amount of sale	Amount received	1¢	5¢	10¢	25¢	50¢	$1.00	$5.00	$10.00	$20.00
e.g.	$ 5.55	$10.00			2	1		4			
	10.16	20.00									
	9.88	10.00									
	14.32	15.00									
	7.43	10.43									
	2.39	5.00									
	6.84	10.00									
	17.77	20.00									
	21.10	40.00									
	11.05	20.00									
	4.23	5.00									

VIII. Final summary

Review correct answers to problems
Discuss importance of giving correct change to customers.

SERVICE STATION ATTENDANT

Introduction

A neat attractive gast station doesn't just happen. People have to be hired to keep it clean and well ordered. It must be a place where customers enjoy the service. The service station attendant is one who works to keep up the station's reputation.

Work performed

Duties vary from station to station. General duties vary from greeting customers (by their names if they are regular customers), pumping gas, checking batteries, belts, shock absorbers, tires, keeping the customer informed on how his/her car is acting, fixing it when it is in need. Getting the best service for the customer and having the customer get the most from his/her car will bring him/her back and make him/her a regular customer at your station.

Job environment

Conditions vary, because most work is done outside. Hot, sunny in summer, cold in winter, wet in rain. Smell gas fumes.

Qualifications

Age: usually minimum age of 16
Sex: male or female

Aptitudes and interests

Ability to be friendly and courteous
Interest in the petroleum market

Unions

None

Preparation

High school diploma
Courses in English, selling, bookkeeping, automechanics, general auto shop.
Experience is a must.
Training courses from company.

Entry method

Apply at station when you reach a qualified working age.

Advancement and promotion

Very good advancement opportunities. Management personnel of many major oil companies have worked in service stations and the training has made them more successful executives.

Earnings

Depend on business location and size, worker experience and qualifications. Usually begin at minimum wage if you have little or no experience.

Advantages and disadvangages

Outside work
Possible flexible schedule
Must be able to work with different types of people and settle problems.
Weekend and holiday work

Outlook for employment

Offers opportunity for growth for people who have the drive and ability to work hard and succeed.

Related occupations

Car rental clerk
Chauffeur
Car mechanic

Bibliography

Chronicle Occupational Brief, Inc.
Moravia, N.Y. 13118
1976 edition

UNIT IV-H-5: CAREER EXPLORATION
Lesson 5: Petroleum - service station manager

I. Behavioral objective

Given a class discussion, students will list three responsibilities of the service station manager.

II. Apperceptive base

In our story of the flat tire on a rainy night, what were three things the service station attendant did to satisfy the customer?

III. Motivational approach

After getting your flat tire repaired, you really feel appreciative of the courtesy extended to you by the service station attendant. You decide to write a letter to his/her supervisor, the service station manager, to compliment his/her employee on a job well done. The service station manager has many daily duties to perform, and a written compliment about his/her employee would certainly be appreciated.

IV. Aim

To learn the duties of service station manager.

V. Presentation

Specific material: see supplemental sheets on service station manager.

Suggested ways to cover material:
A. Distribute handouts
B. Use audio-visual aids:

96 - "Retailing, a Way of Life" (30113)
Auto Sales and Service Careers
Modern Talking Picture Service
315 Springfield Ave. Summit, N.J. 07901

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Give students the following case problem:

Mrs. Scott, a regular customer of yours, brought her car in this morning on her way to work to fill it up with gas. It is now 1:30 p.m. and you see Mrs. Scott returning to the station. She gets out of her car and as she approaches you, you can tell she looks troubled. She asks to speak to you about what happened this morning. Although you are busy, you readily agree.

Application (cont.)

When she filled her car up with gas this morning her charge was $6.50. Melvin, one of your part-time workers waited on her. On her lunch hour, when Mrs. Scott went to pay her bill, she noticed only $3.50 in her wallet. Since she gave Melvin a twenty dollar bill, she says she is sure he gave her incorrect change. She claims she did not count the change at the time it was given to her. (Melvin is at lunch.) What will you do?

VIII. Final summary

Ask students to list three responsibilities of the service station manager. Have them explain the outlook for employment in this occupation.

SERVICE STATION MANAGER

Introduction

Who opens the station? Who measures how much gas is in the tanks? Who has up-to-date information on the gas business? - Answer: the station manager. This is one person who is always on the move. His/her life depends on the station. A person with thrive and ambition would make a successful station manager (Note - most station managers today are owners).

Work performed

Daily, open and close station, see to it that station is kept clean, supervise employees, prepare bank deposit.

Weekly or monthly, have a talk with employees about the business, hire or fire employees, check station supplies, do payroll, post any changes of price in gas or supplies, make out (work) those schedules.

Job environment

Depends on how important cleanliness is to you. Gas fumes always present.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Ability to get along with others.
Kind and polite to customers
Must be able to do paperwork and keep track of station's money
Managerial ability
Interest in cars and petroleum business

Unions

None

Preparation

High School diploma
Certification from a technical school helpful
Experience is a must!
College education with business major also helpful

Entry method

Could be promoted from an attendant position or after experience has been gained apply right to station.

Advancement and promotion

A service station manager is a respected managerial position. (S)he can be promoted through the company to manager and also promoted from manager to an executive position at a gas/oil company.

Earnings

Salary varies with station location and experience of individual. (Since most managers are owners, the salary reflects the owner's handling of the business.)

Advantages and disadvantages

If you have your own station, initially it is difficult to make a profit. A service station is one of the ten most common business failures.
Long hours
Physical work (not usually strenuous)
Good pay and benefits from some companies
Must be able to satisfy customer or they won't give you their business.
Work in bad weather

Outlook for employment

Good to excellent. This is one field that is growing now and will continue growing in the future.

Related occupations

Manager in other fields
Vocational teacher

Bibliography

Chronicle Guidance Pub.
Moravia, N.Y. 13118

SUPPLEMENTARY MATERIALS

Petroleum

Resources

Carned, Phyllis. Julie At the Pumps. California. Hayward, Janus Books Pubs. 1978

Clarion House. Service Station Attendant Instructor's Book: How Ted Learned His Job in a Service Station. Illinois, Chicago, Fallet Publications, Inc. 1968

Taylor Dawson and James Bradley. Aim For a Job in Automotive Service. New York, N.Y. Arco Printing. 1971

PETROLEUM MARKETING

Q Z M N A C O U N T E R P E R S O N E H I R
C I J K V A R E P E E O P F I E H N E R S E
B C R K I H U D S G E N A M Y A E M G I T H
S D U T V I E V A E C D T A O I M N E O M S
M A R K E T I N G M A N A G E R S A I A M A
H O N E T M A N H A N Q T A T N S N A C E W
A N D N A M E S U O H E R A W W T B C E S R
M G S C S L G P H P R O P H E M B N O E V A
A H V E N W S W A N G E I N V G T I L H S C
L T L A T D U P C T A A P L I T A H T E N T
A A O O E N N A J A O C L U N B A I T Q J Q
S E L F S E R V I C E A T T E N D A N T T A
H E N M N A F S F L A U L V R E I E R E N U
O E R D W E L R E D P B B I A S S A T S A M
P L D V D C E E F G H P R S M T T A S P D T
F O P B I N L P E O R E E V S R R H D V N D
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R Y O A P I E E N U M T A A D S B L K I T C
E E A I A E I T S T C P L C N C U N O N T J
M N G T T G B L E P K E X P O A T S G V A D
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D R N D E O Z E Y N A E E C L P I C Y H A B
I S U N P I Q K D G N C R F I O P E A P T G
N I C C R R Z C N S L H O D L A A E I L S E
G B I I O N T M C P I I H O U N N V L A Y J

OCCUPATIONS

COUNTERPERSON
DISTRIBUTORSHIP
SALES MANAGER
SERVICE TECHNICIAN
STATION ATTENDANT
CARWASHER

DISPATCHER
MARKETING MANAGER
SELF SERVICE ATTENDANT
SHOP FOREMAN
WAREHOUSEMAN

PETROLEUM MARKETING

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Q Z M N A C O U N T E R P E R S O N E H I R
C I J K V A R E P E E O P F I E H N E R S E
B C R K I H U D S G E N A M Y A E M G I T H
S D U T V I E V A E C D T A O I M N E O M S
M A R K E T I N G M A N A G E R S A I A M A
H O N E T M A N H A N Q T A T N S N A C E W
A N D N A M E S U O H E R A W W T B C E S R
M G S C S L G P H P R O P H E M B N O E V A
A H V E N W S W A N G E I N V G T I L H S C
L T L A T D U P C T A A P L I T A H T E N T
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S E L F S E R V I C E A T T E N D A N T T A
H E N M N A F S F L A U L V R E I E R E N U
O E R D W E L R E D P B B I A S S A T S A M
P L D V D C E E F G H P R S M T T A S P D T
F O P B I N L P E O R E E V S R R H D V N D
O N R D S C E D R H A N R D O W I A E T E M
R Y O A P I E E N U M T A A D S B L K I T C
E E A I A E I T S T C P L C N C U N O N T J
M N G T T G B L E P K E X P O A T S G V A D
A O M I C Y G I O C O R F I U O O P S L N F
N D R H H S R E C O H I V T T N R O A L O M
M T O L E E N S T I C N E A E M S L X D I B
A I E A R M E W I P R Z I N T I H K I E T G
D R N D E O Z E Y N A E E C L P I C Y H A B
I S U N P I Q K D G N C R F I O P E A P T G
N I C C R R Z C N S L H O D L A A E I L S E
G B I I O N T M C P I I H O U N N V L A Y J
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OCCUPATIONS

COUNTERPERSON
DISTRIBUTORSHIP
SALES MANAGER
SERVICE TECHNICIAN
STATION ATTENDANT
CARWASHER

DISPATCHER
MARKETING MANAGER
SELF SERVICE ATTENDANT
SHOP FOREMAN
WAREHOUSEMAN

IV. CAREER EXPLORATION

I. Insurance

(1) Introduction to insurance
(2) Agent/broker
(3) Underwriter
(4) Claims adjuster

Audio-visual aids

Is a Career in Finance, Insurance or Real Estate for you?
2-11950 - $15.00
Syracuse University - 1455 East Colvan St.
Syracuse, N.Y. 13210

Careers in Marketing Filmstrip Series
Complete Series - Volumes 1-4 1976
McGraw Hill Publishers
Set 4 - Finance and Credit, Insurance, Real Estate

Insurance: What it's All About
22 min. 2-12830 Color - $16.00
Film Rental Center of Syracuse University
1455 East Colvan St.
Syracuse, N.Y. 13210

Insurance: What You Should Know
15 min. 2-14505 Color $14.00
Film Rental Center of Syracuse University
(address as above)

Insurance (American United Life)
Videocassette - 20 min. / color
Order No. EVU 1690 - Purchase $150.00 / rental $8.75
Audio-visual Center
Indiana University, Bloomington, Indiana 47405

What Do You Want (M-873)
16 mm. 22 min. / color
(Career opportunities in insurance and the work study program at the College of Insurance)
Association Films, Inc.
600 Grand Avenue
Ridgefield, N.J. 07657

You Can Help
1973 16 mm. 14 min. / color
(Careers in property - liability insurance)
Insurance Information Institute
110 Williams St.
New York, N.Y. 10038

UNIT IV-I-1: CAREER EXPLORATION
Lesson 1: Insurance - *introduction*

I. Behavioral objectives

A. Given a class presentation students will define the following:
   1. Insurance policy
   2. Premium
   3. Claim

B. Given a class discussion, students will list three types of insurance.

II. Apperceptive base

Do you remember when we shipped our oranges from the producer to the wholesaler to the warehouse to the retailer? What would have happened if the truck that was carrying the oranges overturned and ruined all of the oranges? Think of the money that Shop-Rite and the prucer would lose. To protect themselves against this they would have an insurance.

III. Motivational approach

Picture this: you are living in Kansas in the year 1830. Indians are a big problem to you. You have five neighbors in the immediate area. Each one of you decides to contribute $100 a piece into a fund. If the indians should burn down one of the homes, money will be taken out of the fund to help build another house. If no homes are burnt down, everybody can get their money back.

This is the basis for insurance. Many people put a lot of money into a fund and protect themselves against:
A. Death
B. Fire
C. Car accidents
D. Floods, etc.

In case of any of the above, the insurance company will take money from the fund to pay the person who suffers the loss. There are many jobs in insurance and many openings every day.

IV. Aim

To present an introduction to insurance.

V. Presentation

The basic purpose of insurance is to protect ourselves against financial loss.

Insurance policy - contract between customer and insurance company. Lists what the insurance company will pay if certain things happen, and the premium.

Presentation (cont.)

Premium - the amount of money the customer pays per period (e.g., every year, every six months, every three months) for the insurance policy.

Claim - when the policy holder requests the insurance company pay on the policy because something happened. (e.g., your house burned down.)

Insurance companies do not always accept everyone who applies for a policy. Applications must be completed, the information checked for accuracy and investigated.

Basic types of insurance:

A. Life	Will pay when policy holder dies.
B. Property	Will pay when property damaged by fire, theft, accidents.
C. Liability	Will pay when a financial loss is a result of injury to other people or their property.
D. Health	Will pay policy holders cost of medical and hospital care.

VI. Medial summary

Define insurance policy, premium, claim.
List four types of insurance.

VII. Application

Have students make a list of personal things of value to them.
Ask them if they feel it is necessary to have insurance on any of the items listed. Why or why not?

VIII. Final summary

Review definitions. Have students explain the meaning of insurance. Have students decide if insurance should be a consideration in their lives. Why or why not?

UNIT IV-I-2: CAREER EXPLORATION
Lesson 2: Insurance - agent / broker

I. Behavioral objectives

A. Given an insurance category, students will sell their product to other students.
B. Given the above project, students will list four types of insurance.

II. Apperceptive base

A. List three types of insurance you can buy.
B. Most people didn't walk into a store to buy insurance, somebody will call on them to try to sell an insurance policy.

III. Motivation

It is ten years from now. You and your spouse are sitting at home, the children are upstairs playing, and the dog is sleeping by the fireplace. The telephone rings and you answer it. "Hello," the voice says, "my name is John Doe and I work for the Prudential Insurance Company. I have many clients in your area and I'd like permission to stop by Thursday night and show you our new Life Insurance Policy."
You are upset by this intrusion on the telephone but think for a minute. What if I die! How would my family have money. My wife could get a good job, but who would care for the kids and there wouldn't be enough money to pay the mortgage. You decide to see what the Prudential agent is selling. You may need it for the protection of your family in case you die. An insurance agent will be visiting your home thursday evening!

IV. Aim

To learn the duties of agent/broker.

V. Presentation

Specific material: see supplemental sheets on agent / broker.

Suggested ways to cover material:
A. Distribute handouts
B. Have guest speaker (oftentimes you can find a teacher in your school selling insurance part-time).
C. Use audio-visual aid
(see bibliography)

VI. Application

Using the following categories of insurance, have pairs of students select one type they would like to sell. It is important that a pair of students have their own specific type of insurance to sell to insure the outcome of this activity.

Application (cont.)

A. Burglary
B. Automobile insurance
C. Life insurance
D. Fire protection insurance
E. Flood insurance
F. Malpractice insurance
G. Kidnap / ransom insurance
H. Marine (boat) insurance
I. Prepaid legal insurance
J. Health insurance
K. Liability insurance
L. Animal insurance

Instruct student to sit with his/her partner for ten minutes going over the selling points of their particular type of insurance to be offered. Give each pair a sheet of paper and instruct them to put the type of insurance they will try to sell on the top, with their names as agents underneath. They will have then a predetermined amount of time to try to sell as many people in the class their particular type of insurance. (You can give them one class period.) Another suggestion is to allow the students one half of a class period totally devoted to selling and any additional time they can find on their own until you complete the unit on insurance. This might encourage the agents to get to class promptly and begin thinking of the subject matter immediately so that they might try to sell insurance before the bell rings. The teacher should also be able to sign up for insurance.
The students agreeing to sign up must write their names on the agent's sign-up sheet. Agents can use whatever (legal) sales tactics they can think of. The pair with the highest number of potential policyholders will win a prize predetermined by the teacher.

VIII. Final summary

Have students list four types of insurance. Have students list two advantages and disadvantages of this occupation.

BROKER / AGENT

Introduction

Insurance industry workers perform an important service for both individuals and businesses. Customers buy coverage for possible loss from fire, theft, flood, lawsuits, and damage to crops. The broker offers "peace of mind" to his/her clients.

Work performed

Their main task is to sell insurance policies to individuals and businesses. Agents deal with all types of insurance including life, property, liability, and health. Most of them specialize in one or two areas. Agents may be company employees or independent business people who represent one or more companies. Brokers do not represent any one insurance company. They place insurance policies with whatever companies best suit their client's needs. They meet and discuss the needs of the clients, prepare reports, plan programs and look for new clients.

Job environment

Office conditions and visits with prospective clients during insurance presentation.

Qualifications

Age: when qualified (must be licensed)
Sex: male or female

Aptitudes and interests

Ability to work with numbers
Interest in accounting
Personality
Business knowledge
Well-groomed

Unions

None

Preparation

High school diploma
College degree helpful
Experience or knowledge in accounting, economics, finance and business law.
License for every company the agent/broker represents

Entry method

Apply directly to insurance office.

Advancement and promotion

Excellent opportunities to rise up in the business. Agents with unusual ability and leadership may become sales manager in home offices. Some may become agency superintendents, or company vice-presidents.

Earnings

Average earnings vary, depending on amount and type of insurance sold.

Advantages and disadvantages

Develop own customers
Follow leads to make a sale
Personality
Pleasant and unpleasant customers
Standard hours

Outlook for employment

Good to excellent

Related occupations

Real Estate field
Travel agent
Ticket broker

Bibliography

Chronicle Guidance Publications
Moravia, N.Y. 13118

UNIT IV-I-3: CAREER EXPLORATION
Lesson 3: Insurance - underwriter

I. Behavioral objectives

Given a class discussion, students will discuss the reasons an applicant for insurance may or may not be turned on.

II. Apperceptive base

A. Why must an insurance agent have a good personality?
B. List three types of insurance an agent may sell.

III. Motivational approach

If you recall your family was visited last Thursday evening (10 years from now) by an insurance agent. You decided to buy $50,000 of insurance. By paying a premium each year, your family will receive $50,000 in the event of your death. You filled out an application which included questions such as how much money you make and what type of health are you in.
The person that checks a person's information on the application for insurance is the underwriter; he must decide if a person is worthy to be a client of the company. An underwriter has a very important job.

IV. Aim

To learn the duties of an insurance underwriter.

V. Presentation

Specific material: see supplemental sheets on underwriter.

Suggested ways to cover material: distribute handouts.

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

List between 4 - 12 types of insurance utilized in insurance - (agent/broker) Lesson 2.
Have a round-table discussion of reasons why individuals may or may not be accepted as policyholders.

VIII. Final summary

Have students list two advantages and two disadvantages of this occupation.

UNDERWRITER

Introduction

Believe it or not you just can't go in an office and buy insurance. Several things have to be approved and considered before you are given a policy. This is the responsibility of the underwriter, which isn't an easy one.

Work performed

Underwriters evaluate and choose which risks their company will insure. They analyze information in applications for coverage and decide what type of policy they will recommend. They have a great responsibility to the company because all decisions made by them are final. If they take on too many high risks the company could lose money. They usually specialize in one field of insurance or also in group or individual types.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Interest for math
Law
Ability to stick to decisions made
Ability to get along with people

Unions

None

Preparation

High school diploma
College degree in liberal arts or business administration

Entry method

Apply to agency

Advancement and promotion

Experienced workers can advance to a chief underwriter or an underwriting manager. Also possible advance to executive position in the company after years of experience.

Earnings

Beginning underwriters with two or three years of experience earn about $15,000 or more.

Advantages and disadvantages

Night hours
Eyestrain
Room for advancement
Detailed work

Outlook for employment

Good

Related occupations

Office managers, administrative assistant, financial aid counselor.

Bibliography

Chronicle Guidance Publications
Moravia, N.Y. 13118

UNIT IV-I-4: CAREER EXPLORATION
Lesson 4: Insurance - claims adjuster

I. Behavioral objectives

A. Given a class discussion, students will list two advantages and two disadvantages of being a claims adjuster.
B. Students will describe why or why not they would like to become claims adjusters.

II. Apperceptive base

A. Why must a person seeking insurance fill out an application?
B. Who is the person that decides if a person is acceptable to become a policy holder (underwriter)?

III. Motivational approach

Congratulations! You insurance policy has come back and you now own $50,000 worth of life insurance with Prudential. Unfortunately for you, you fall off a ladder and kill yourself the following week. The next day a lady visits your wife. She asks to see the death certificate and hands your wife a check for $50,000. The lady that hands your wife a check for $50,000 is a claims adjuster.

IV. Aim

To learn the duties of a claims adjuster.

V. Presentation

Specific material: see supplemental sheets on claims adjuster.

Suggested ways to cover material:
A. Distribute handouts
B. Have a guest speaker (contact local insurance companies)
C. Use audio-visual aids.

"Insurance Frauds" - 14 min. / color $14.00 2-14215
Film Rental Center of Syracuse University
1455 East Colvan St. Syracuse, N.Y. 13210

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Give students the following questions to answer:
The life of a claims adjuster is never dull. You can save the company money by being observant, especially when someone is attempting fraud (trying to collect money from policy illegally).

Application (cont.)

List between four and twelve types of insurance. Have a round-table discussion of:

1. The possible ways a fraud could be committed and
2. The possible ways a claims adjuster can detect a fraud.

VIII. Final summary

List two advantages and two disadvantages of this occupation. Have students decide if this type of work would be suited to their personality.

CLAIMS ADJUSTER

Introduction

Imagine an expressway crash in morning fot involving several cars and insurance companies - or - think of a collision with physical injuries, heavy damage to two autos and a destroyed fire hydrant. All of the above have a need for a claims adjuster. It is one job that is never boring or routine.

Work performed

Claims adjusters work directly for the company and settle most claims that go through the company.
Interviewing, researching and working with accident victims are all part of the job they have. They must determine a fair settlement for the insured. Not only does he/she deal with auto but also life insurance, house fire, and businesses. As soon as a report of an accident is given the claims adjuster must fill out the forms, assess the damages, give an estimate to the client, and see to it that payment is prompt.

Job environment

Work can vary from office work to checking out a claim.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

A pleasing manner and cooperative attitude
Interest on different areas of insurance and ability to obtain information on them.
Ability to calm people down
Alert to people who are trying to pull the wool over their eyes

Unions

None

Preparation

High school diploma
College background in business, law or accounting helpful

Entry method

Advancement through company is possible
Apply at agency with proper experience

Advancement and promotion

Usually confined but the more experience the higher the pay.
College educated person would get better pay than non-college graduate
Can advance to head of a section or office

Earnings

A beginner fresh out of college who majored in pre-law business administration, accounting or economics will start at approximately $9,000 a year. Once he has gotten established a salary of $12,000 to $15,000 a year would be earned.

Advantages and disadvantages

Long hours, almost 60 hour week.
Situations arise where you must keep your temper
Lots of paper work
Not much room for advancement

Outlook for employment

Good

Related occupations

Customs inspector
Auto shop estimator
Lawyer

Bibliography

Chronical Occupational Brief
Moravia, N.Y. 13118

SUPPLEMENTARY MATERIALS

Insurance

Resources

Bloomgarden, Barry. Your Future in Insurance Careers. Richard Rosen Press, Inc. New York, N.Y. 1978

Van Gelder, Patricia. Careers in the Insurance Industry. Franklin Watts, Inc. New York, N.Y. 1978

Leaflets, booklets, pamphlets

Careers in Property and Liability Insurance (pamphlet)
Insurance Information Institute
110 William St.
New York, N.Y. 10038

Insurance and You (pamphlet)
American Insurance Association
85 John St.
New York, N.Y. 10028

Policies for Protection: How Life and Health Insurance Work
(31 page illustrated booklet - free)
Education and Community Services
American Council of Life Insurance
Health and Insurance Institute
1850 K. Street N.W.
Washington, D.C. 200036

Sample Life Insurance Policy
(14-page pamphlet - free)
Education and Community Services
(address as above)

Career Opportunities for You in Life and Health Insurance
(24-page illustrated booklet - free)
Education and Community Services
(address as above)

Dealing with Life Insurance
(A set of five decks of illustrated playing cards with instructions)
$10.00
Education and Community Services
(address as above)

INSURANCE

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P R M O A R E A V E I F A R S S D M K S E
Q S A D R O V G D E I I E L I N A N D E G
Z E C M N J U E O R L E O X R A N V R N I
L G N A S H I N V E S T I G A T O R A U S
A Y N O H I L C L N F R P B E C E M R Y R
C A T D M R E Y T N E R O E A R O A R O E
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M H A B E A O G N A A D E T U A N A U U S
N E C U S L N E L I I G D O J M W T N R H
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I A C V N C O H O A C E S J R I L L R A N
A L D G I F R N M N E Y A N K S O A W D I
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J B E E B U E R I F A T O N O E E N I T I
U N R I C N U N V E T R C K I P I E T E L
C L A I M S S P E C I A L I S T Y R E P M
S O R N N O F L L E T M E E V B E G R Y P
A R I I U P E W Z I T Q H K H U A I N N A
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OCCUPATIONS

ADJUSTER
AGENCY MANAGER
AGENT
CLAIMS SPECIALIST
ESTATE PLANNER
FINANCIAL PLANNER
INSURANCE COUNSELOR
INVESTIGATOR
LIFE UNDERWRITER
PENSION MANAGER

INSURANCE

P R M O A R E A V E I F A R S S D M K S E
Q S A D R O V G D E I I E L I N A N D E G
Z E C M N J U E O R L E O X R A N V R N I
L G N A S H I N V E S T I G A T O R A U S
A Y N O H I L C L N F R P B E C E M R Y R
C A T D M R E Y T N E R O E A R O A R O E
M T O L L E T M H A C O I R R E N R L A A
Z F E N X K I A I L G A N A E G D E I Y E
T E S R O L E N A P R E V E T A S S F O R
R R S E P V Y A D L I N N T S N K T E T W
M H A B E A O G N A A D E T U A N A U U S
N E C U S L N E L I I G D O J M W T N R H
P E V S U O K R I C T H C W D N X E D S E
R I E H P L T E D N V E O H A O E P E A Y
I A C V N C O H O A C E S J R I L L R A N
A L D G I F R N M N E Y A N K S O A W D I
L I K J A E U R A I S R M E N N X N R M T
J B E E B U E R I F A T O N O E E N I T I
U N R I C N U N V E T R C K I P I E T E L
C L A I M S S P E C I A L I S T Y R E P M
S O R N N O F L L E T M E E V B E G R Y P
A R I I U P E W Z I T Q H K U A I N N A H

OCCUPATIONS

ADJUSTER
AGENCY MANAGER
AGENT
CLAIMS SPECIALIST
ESTATE PLANNER
FINANCIAL PLANNER
INSURANCE COUNSELOR
INVESTIGATOR
LIFE UNDERWRITER
PENSION MANAGER

IV. CAREER EXPLORATION

J. Real Estate

(1) Introduction ro real estate
(2) Salesperson / broker
(3) Appraiser

AUDIO-VISUAL AIDS

Is a Career in Finance Insurance or Real Estate for You?
2-11950 $15.00
Syracuse University,
1455 East Colvin St.
Syracuse, N.Y. 13210

Careers in Marketing Filmstrip Series
Complete Series - Volumes 1-4 1976
McGraw Hill Publishers
Set 4 - Finance and Credit, Insurance, Real Estate

UNIT IV-J-1: CAREER EXPLORATION
Lesson 1: Real estate - introduction

I. Behavioral objectives

A. Given a class presentation students will define real estate.
B. Students will indicate various decisions they must make before selecting a place to live.

II. Apperceptive base

A. What is casualty insurance?
B. Homeowners insurance is one type of casualty insurance. With so many houses built and being built, many people find it very worthwhile to sell homes and other property.

III. Motivational approach

How would you go about buying a new home? Many of us some day will own our own home. Real estate is the area that deals with the buying and selling of homes and other businesses (commercial) properties.

IV. Aim

To present an introduction to Real Estate.

V. Presentation

The term real estate means landed property and anything that may be on it, such as building or trees.
The marketing of real estate involves the buying, selling and renting of property.

VI. Medial summary

What is Real estate?
What is involved in the marketing of real estate?

VII. Presentation

Real estate offices are businesses that keep lists of property for rent or sale. Skill is needed in assembling information, maintaining up-to-date information on the status of different properties and drawing up contracts.

VIII. Medial summary

Explain what a real estate office is, and what it does.

IX. Application

Give students the following assignment:

Application (cont.)

You graduated from high school. You now have a part-time job while you attend college. You have decided to move out of your parents' house and into your own apartment. Decide:

A. Where you want to live and why
B. What kind of an appartment you want and why
C. How much are you willing to spend a month on rent and
D. Where you would go to begin looking for your "dream place"

X. Final summary

What is real estate?
What is involved in the marketing of real estate?

UNIT IV-J-2: CAREER EXPLORATION
Lesson 2: Real estate salesperson / broker

I. Behavioral objective

Given a classified section of the newspaper, students will determine fellow students' (homebuyers) needs and wants and then sell them a home suited to those needs and wants.

II. Apperceptive base

A. Describe in your own words what real estate is.
B. Much of real estate has to do with the buying and selling of homes and other properties. List three business properties in your area.

III. Motivational approach

A real estate salesperson/broker must determine his/her client's needs and wants. If a family is looking for a four-bedroom house with a fenced-in back yard for a dog, the real estate salesperson will go through many pages of pictures and descriptions of homes and suggest them to their prospective home-buyer. If the salesperson is patient and persistent, the family will probably find a house of their liking.

IV. Aim

To learn the duties of a real estate salesperson/broker.

V. Presentation

Specific material: see supplemental sheets on broker/salesperson.

Suggested ways to present material:
A. Distribute handouts
B. Have a guest speaker (contact local real estate office)
C. Use audio-visual aids

P. 338 Anita's question - A dishwasher makes a difference
A couple buying their first home 1973
The Maytag Company, Home Service
Newton, Iowa 50208

463 - Buying (Houses) 1973 13 min.
Aetna Life and Casualty / Pub. Relations and Adv. Department
Film Library
151 Farmington Ave. Hartford CT. 06115

How to Buy Real Estate 1978 16 mm. 14½ min. / color
Walter J. Klein Company, Ltd.
Attn. Ms. Judy Cook, Lean Preston, Betsy Klein Levy
Director of Distribution
6301 Carmel Rd. P.O. Box 220766
Charlotte, N.C. 28222

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Assign each student a number. Have students bring in classified section of the newspaper (teacher should pick up several copies of county real estate offerings at a local supermarket). Have students complete a qualifying form (Real Estate - Handout No. 1). Instruct them to leave their names off the form and fill in their number. Shuffle the forms and give each student someone else's card. Using the listings in the newspaper and the county real estate offerings each "broker" should attempt to find a minimum of two houses to "show" to the prospective buyer. Once the houses are found, have the students identify themselves with their numbers and allow each broker time to "show" the houses to the prospective buyer. The buyers should tell the brokers why they might or might not purchase that particular house.

VIII. Final summary

List two advantages and two disadvantages of this occupation.

UNIT IV-J-2: CAREER EXPLORATION
Lesson 2: Real estate salesperson / broker

Handout No. 1

Qualifying form

Date ____________

Name ______________________________________

Home phone __________

Home or business address ______________________

Business phone ___________

Number in family: Adults ________ Children's ages ___________

School requirements: Public ______ Parochial ______ Kindergarten __
Nursery ______ Elementary ______ Jr. High _____
Sr. High _____

Occupancy required on or about ______________________

Temporary lodging required ________________________

Renting now? ____ If so, When does lease expire? ___________

Must you sell present home? _______ Approximate equity?__________

Type of home preferred: Rambler ____ Split level ________
Colonial _____ Cape Cod ________ Contemporary _______
Townhouse ____ Split Foyer ______ New _______ Resale ________

Price range: Minimum __________ Maximum ___________

Financing preferred: (VA(GI) ______ FHA ______ Conventional _____
Assumption _________ Cash _______ 2nd Trust ________

Amount of down payment: _________ Maximum monthly payment (PITI)___

Yearly income, include all allowances before any deductions _________
____

Amount of long-term debts (one year or longer) ______________

Area preferred ________________________________

Number of rooms: Bedrooms _____ Baths _______ Rec. room _______
Den _______ Basement ______ Garage _______ Carport ________
Fireplace ____ Central air conditioning ______ Large lot _______
Small lot ____ Fenced yard ______ Trees _____ Public transportation ___

Is it necessary for anyone else to approve the home? ___________

Remarks and other important information: ________________
____

BROKER

Introduction

Real estate brokers represent property owners. They help the property owner to sell or rent their property but also they perform other duties.

Work performed

A. Sell real estate
B. Rent and manage properties
C. Make appraisals
D. Develop new building projects
E. Advertise properties
F. Manage their own office

Job environment

Office and traveling

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

A. Must have a pleasant personality
B. Must be honest, tactful and enthusiastic
C. Must have a neat appearance
D. Must have a good memory

Unions

None

Preparation

High school diploma
Pass written real estate test
Complete 30 hrs. of classroom instruction
90 hours of training experience
College degree sometimes waves the experience needed

Entry method

After receiving license can apply for employment

Advancement and promotion

Advance to larger firms to sales or management positions. Taking related courses and real estate experience will be helpful for advancement.

Earnings

Commission on sales and commissions vary

Advantages and disadvantages

A. A lot of pressure
B. A lot of traveling
C. Non-routine work
D. Unsteady hours
E. Unsteady pay
F. Meet people
G. High commission sales

Outlook for employment

Very good because growing demand for housing and property.

Related occupations

Salesperson, manager, stock broker, merchandise broker, purchasing agent.

Bibliography

Occupational Outlook Handbook
1978 - 79 Edition

REAL ESTATE SALESPERSON

Introduction

Exciting, fast moving and challenging describes real estate. Your job could take you anywhere you want, you have the desire, drive and personality. Whether you sell farm land or a huge mansion, you must qualify and put your heart into all of your work.

Work performed

You could work for brokers or independent contractors. Usually you specialize in one of the many fields such as farmland, brokerage, residential sales or leasing, selling industrial properties, and also high priced homes or mansions.

Duties include:

A. Finding prospective customers
B. Keeping current lists of the property available with a detailed description.
C. Call or interview prospective buyers
D. Introduce property to best suit customers' needs.

Job environment

Spend little time in office.
Most work done showing property to prospective buyers.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Interest and ability to work in clubs of the town organization
Ability to work without supervision
Ability to work with people
Interest in selling

Unions

None

Preparation

High School diploma
College background helpful
Get experience in real estate office

Entry method

Beginners usually work in office as assistants, clerks. Work towards getting their license and after they have achieved it they can start selling. Can also apply directly to company after they have their license.

Advancement and promotion

Not too much room for advancement, but as experience and reputation develop pay increases.

In large firms you could rise to a sales manager or district manager positions.

Earnings

They vary greatly. Commissions are the pay, though the average commission is 7%, it varies from business to business and from state to state.

Advantages and disadvantages

Long hours
Sunday work is a necessity
High commissions
Deal with all types of people
Honesty, truthfulness, and integrity
Possible slumps in buying

Outlook for employment

Since people will always need a place to live and buildings for their businesses the outlook is excellent. People always leave or retire so new openings always come out.

Related occupations

Occupations in demonstration and sales work.
Building consultant
Purchasing agent

Bibliography

Chronicle Guidance Publications
Moravia, N.Y. 13118

UNIT IV-J-3: CAREER EXPLORATION
Lesson 3: Real estate - appraiser

I. Behavioral objective

Given a real estate pamphlet of current listings, (with prices crossed out), students will determine the prices of listed homes.

II. Apperceptive base

A. Why must a real estate salesperson/broker be patient?
B. Why must a real estate salesperson/broker determine his or her clients' needs and wants?

III. Motivational approach

Let's assume that the family we have mentioned previously has found a house with four bedrooms and a fenced-in backyard for the dog. The price for the home is $85,000. How do they arrive at the $85,000 selling price?

A person comes to the house that is being sold and determines the price it will sell for. He or she will determine the market value of the home, will count the number of bedrooms and bathrooms. He/she will find out if the house is located near a busy highway, or on a quiet, cozy street. Is there a garage? -- a dishwasher? -- etc. These are all things the appraiser uses to determine the selling price of a home.

IV. Aim

To learn the duties of an appraiser.

V. Presentation

Specific material: see supplemental sheets on appraiser.

Suggested way to present material: distribute handouts.

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Using the newspaper ads for real estate, black-out or cut out the sale price. Give students two ads each and have them attempt to appraise the house. It is understandable that the students may not come close to the selling price. This is only an activity to simulate the work performed by an appraiser.

VIII. Final summary

Have students explain the main task performed by the appraiser.

APPRAISER

Introduction

Appraisers are an important part of the real estate business. They give the salesmen and brokers a fair market value of the properties that will be bought and sold.

Work performed

They must learn the size, shape, and features of each building and piece of land. They figure out how much the land is worth and this is the market price of the property. They keep files of the property and re-assess when changes have been made. You can specialize in either state property or personal property. Maps of ownership and computers are used as tools of the trade.

Job environment

Much time is spent away from the office appraising land.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Good judgement
Intelligence
Ability to get along with people
Interest in math
Pleasing personality
Ability to make decisions with confidence

Unions

None

Preparation

High school diploma
College degree or at least two years of accredited college study
Architecture, economics, math and engineering are some fields one must have knowledge of.

Entry method

Hired as on-the-job trainees. After requirements are met they become appraisers.

Advancements and promotions

Advancement is better in a large city. Determination and ability will get you far.

Earnings

Normally paid by salary - Residential appraisers - average $15,000 to $25,000. Industrial appraisers - average $20,000 +

Advantages and disadvantages

Steady hours - 8-hour day
If over a 40 hr. week you get paid overtime
Traveling is a must
Paperwork can be a heavy load

Outlook for employment

Good in large populated areas

Related occupations

Real estate sales
Management
Accounting

Bibliography

Chronicle Guidance Publications
Moravia, N.Y. 13118

PERSONAL INVENTORY CHART

Banking, Insurance and Real Estate	Personal traits	Works alone	Works with others	Courtesy	Creativity	Flexibility	Good judgement	Aggressiveness	Initiative	Leadership	Liking for detail	Liking for people	Neatness	Perseverance	Reliability	Tact
_Accounts clerk																
_Actuary																
_Administrative assistant																
_Bank clerk																
_Check sorter																
_Claim adjuster																
_Correspondent bank representative																
_Credit analyst																
_Data typist																
_Escrow clerk																
_Information systems analyst																
_Insurance agent																
_Insurance underwriter																
_Loan officer																
_Messenger																
_Mortgage clerk																
_Policy clerk																
_Property manager																
_Real estate agent																
_Real estate appraiser																
_Recording clerk																
_Securities analyst																
_Securities teller																
_Statistical clerk																
_Tax analyst																
_Teletype operator																
_Teller																
_Title searcher																
_Transit clerk																
_Trust officer																
_Verifier operator																

SUPPLEMENTARY MATERIALS

Resources

Burke, John and Cruikshank, Warren - Real Estate Sales and Brokerage: Preparing for the Licensing Exams. Gregg Division, McGraw Hill Pub. New York, N.Y. 1975

Haskins, Jim. Real Estate Careers. Frankling Watts, Inc. New York, N.Y. 1978

REAL ESTATE MARKETING

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A S B R E S T D M A G I C O L O S T
S A L E S A L U T E B U R Y A S A R
Z I T S T S I T A S S B E T T E L E
T S A L E S A S S O C I A T E O E P
E W L U T O Y T S T B Q L Z M N S Q
C H A T M C R U E Z R F T N G O C A
M O M A R I S D S E O X O Y Q N O S
O T A T T A U N S W K Y R Z S E U T
N A N I A T Y I O V E O N F A M N I
S A D O M E A T R H R K O B I U S W
T I A P A R T M E N T M A N A G E R
A I R A P E A T W F D C E O V R L H
R A J P K A N O A E V M L R E E O O
U J A A P L S O E V E R A S T T R L
R E R E N T A L A G E N C Y S I M E
T I T S T O P W E E B L E W E L S H
P R O P E R T Y M A N A G E R P R I
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OCCUPATIONS

- APARTMENT MANAGER
- APPRAISER
- ASSESSOR
- ASSOCIATE REALTOR
- BROKER
- PROPERTY MANAGER
- REALTOR
- RENTAL AGENT
- SALES COUNSELOR
- SALES ASSOCIATE

REAL ESTATE MARKETING

A S B R E S T D M A G I C O L O S T
S A L E S A L U T E B U R Y A S A R
Z I T S T S I T A S S B E T T E L E
T S A L E S A S S O C I A T E O E P
E W L U T O Y T S T B Q L Z M N S Q
C H A T M C R U E Z R F T N G O C A
M O M A R I S D S E O X O Y Q N O S
O T A T T A U N S W K Y R Z S E U T
N A N I A T Y I O V E O N F A M N I
S A D O M E A T R H R K O B I U S W
T I A P A R T M E N T M A N A G E R
A I R A P E A T W F D C E O V R L H
R A J P K A N O A E V M L R E E O O
U J A A P L S O E V E R A S T T R L
R E R E N T A L A G E N C Y S I M E
T I T S T O P W E E B L E W E L S H
P R O P E R T Y M A N A G E R P R I

OCCUPATIONS

APARTMENT MANAGER
APPRAISER
ASSESSOR
ASSOCIATE REALTOR
BROKER

PROPERTY MANAGER
REALTOR
RENTAL AGENT
SALES COUNSELOR
SALES ASSOCIATE

IV. CAREER EXPLORATION

K. Hotel - motel

1. Entry level

   (a) Lesson plans

   - (1) Introduction to hotel/motel
   - (2) Parking attendant
   - (3) Bell-hop
   - (4) Reservation clerk
   - (5) Housekeeping personnel

2. Management, mid-management, specialist level

   (a) Lesson plans

   - (6) Front-desk supervisor
   - (7) Recreation coordinator
   - (8) Manager / night manager

AUDIO-VISUAL AIDS

Is a Career in the Hotel or Motel Business for you?
2-11949 - 15 min. $15.00
Counsellor 1973
Guidvoc Business Leisure
Syracuse University

Careers in Marketing Filmstrip Series
Complete Series - Volumes 1-4 1976
McGraw Hill Publishers
Set 1 - Food stores, Service, Hotel and Lodging

The Pleasure of Your Company 1977 16 mm. 30 min. / color
(Services of Hotels and Motels)
Walter J. Klein Company, Ltd.
Attn: Ms. Judy Cook, Jean Preston, Betsy Klein Levy
Director of Distribution
6301 Carmell Road, P.O. Box 220766
Charlotte, N.C. 28222

UNIT IV-K-1: CAREER EXPLORATION
Lesson 1: Hotel / motel - introduction

I. Behavioral objectives

A. Given a group presentation, students will list five hotels in each category of hotel to which they are assigned.
B. Students will list five services offered in a hotel.

II. Apperceptive base

A. List three places you would like to visit if you could visit any place in the world.
B. Unless you chose the North Pole, you will probably want a nice, comfortable place to stay, whether overnight or for the duration of your trip.

III. Motivational approach

You will see in the next few lessons the importance of the hotel/motel industry and the many jobs open to you as a potential employee in this field. Try to notice how similar the requirements for hotel/motel are to the requirements for other areas we have discussed.

IV. Aim

An introduction to hotel/motel.

V. Presentation

Specific material:
There are four different kids of hotels: commercial hotel, residential hotels, resort hotels, and motels.

Commercial hotels: house travelers for a short period of time. Usually found in or near downtown areas.
Residential hotels: similar to apartment houses, provide permanent homes for people. Housekeeping and sometimes meals are provided for the tenant.
Resort hotels: where vacationers stay. Usually found in the mountains and near beaches and lakes.
Motels: generally located along well-traveled highways. Provide overnight lodging, but they are usually less formal than hotels.

VI. Medial summary

List the four different types of hotels. Who has stayed in a resort hotel? motel? (Name the hotel/motel)

VII. Presentation

The hotel/motel industry is large and offers many opportunities. There are jobs for people with different abilities, skills, talents and educational backgrounds. This industry offers on-the-job training and there is a great chance for advancement.

VIII. Medial summary

What kind of person is suited to the hotel/motel industry?

IX. Application

Separate students into four groups. Assign each group one type of hotel. Have students list a minimum of five hotels in their respective categories. Have students identify five services they might expect in their hotel.

X. Final summary

Compare students' lists. Cite the similar services. Point out the differences.

UNIT IV-K-2: CAREER EXPLORATION
Lesson 2: Hotel/motel - parking attendant

I. Behavioral objective

Given a class discussion, students will write a want ad for a parking attendant.

II. Apperceptive base

A. When we were discussing food marketing, who was the last person to make contact (personal contact) with the customer? (Bagger)
B. Why is it so important that the bagger be so courteous to the shopper?

III. Motivational approach

When you arrive at a hotel or motel, you are anxious to feel comfortable and "get away from it all." You don't want to be exposed to unfriendly, incompetent people. Therefore the first person you come in contact with is very important in establishing that "welcome feeling" you come to expect. This first person is quite often the parking attendant.

IV. Aim

To learn the duties of the parking attendant.

V. Presentation

Specific materials: see supplemental sheets on parking attendant.

Suggested way to cover material: distribute handouts.

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Have students write a help-wanted ad for a parking attendant. Facts to include: hours needed, 4-10 p.m.; employer, Sheraton Hotel; wages, minimum wage plus tips; apply in person, no phone calls; EOE; job description.

VIII. Final summary

Review ads. Have students describe the work performed by the parking attendant. List one disadvantage and one advantage of this occupation.

PARKING ATTENDANT

Introduction

In today's society it is not unusual for someone else to park our car when we go for dinner or use a parking lot. The parking attendant handles this job.

Work performed

The parking lot attendant parks the car for the customer. When the car is needed (s)he turns it over to the customer. In some cases they service the car with gas, oil, or water and sometimes (s)he may wash the car. When working in a lot with meters the parking attendant issues violations if the car is parked overtime.

Job environment

Varies with weather conditions.
Gasoline and carbon monoxide fumes always present.

Qualifications

Age: must have driver's license. Therefore must be at least 17.
Sex: male or female

Aptitudes and interests

A. Must be responsible
B. Must be courteous, friendly, and have ability to control temper
C. Must be quick and in good physical condition.

Unions

Unions available

Preparation

Some high school background
Courses in driver education, auto-mechanics, and foreign car transmissions helpful.
Ability to do arithmetic problems to figure out parking charges.

Entry method

Apply at the job site.
Through want ads
DE coordinator

Advancement and promotion

Can advance to supervisor, lot manager, division manager.
If switching jobs - taxi driver, chauffeur, dining instructor.

Earnings

$1.75 - $3.85 an hour plus tips.

Advantages and disadvantages

Sometimes seasonal employment
Long hours
Repetitious work
Varying weather conditions, get to drive all types of cars
Not difficult work
Tips

Outlook for employment

Very good because of the number of cars and number of parking lots in use.

Related occupations

Car wash attendant, bus boy, usher, tour guide, chauffeur.

Bibliography

Chronicle Guidance Publications, Inc.
Moravia. N.Y. 13118

UNIT IV-K-3: CAREER EXPLORATION
Lesson 3: Hotel / motel - bellhop

I. Behavioral objectives

Given a Dear Abby letter, students will evaluate the problem and write a response.

II. Apperceptive base

In many cases, who is the first person to come in contact with a guest at a hotel or motel? (Yes, the parking attendant)

III. Motivational approach

As you leave your car, you can't wait to get to your room and relax. What a pleasant surprise when a uniformed man greets you and aks if he can help you carry your luggage.

A. Picture this - A sloppily dressed person with a frown on his face as he carries your luggage.

B. Picture this - A well dressed man with a friendly smile carrying your luggage.

Which would put a hotel guest in a good mood and create a favorable impression of the hotel? The bellhop performs many other duties, all intended to make your stay enjoyable and relaxing.

IV. Aim

To learn the duties of the bellhop.

V. Presentation

Specific material: see supplemental sheets on bellhop / bell captain.
Suggested ways to cover material:
A. Distribute handouts
B. Use audio-visual aids

"The Bellman - the 10 min. Ambassador"- Filmstrip
Thompson Mitchell and Associates / cost $25.00
2996 Grandview Ave. N.E.
Roberts Building
Atlanta, GA 30305

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Have students answer the following problem:

Application (cont.)

Dear Abby,

I have a problem and I hope you can help me. I am 17 years old and just applied for a job as a bellhop in a hotel. I want to go into hotel management when I graduate from high school because I understand there are many opportunities in this industry. I like meeting people and can get along with almost anyone because I'm a good listener, but I also like to talk. The personnel manager told me I would have to learn the facilities and services of the hotel because I would have to explain them to the hotel guests. I think I would like doing that.

I am pretty strong for my age - my brothers were on the school wrestling team and they taught me things about lifting weight, strength, etc. It seems like everything is just great - but now for my problem. The rest of the bellhops are boys - and I am a girl. Should I take the job? What are some problems I'll have with the other bellhops and guests? How do I solve them?

Signed,

Puzzled

VIII. Final summary

Discuss students' answers to problem. Describe the duties of a bellhop/ bell captain.

BELLHOPS AND BELL CAPTAINS

Introduction

It is always a pleasure to have someone greet you when you go to stay at a motel or hotel and this is just one of the tasks that the bellhop performs. However, the bellhop performs many other duties to help satisfy the guests.

Work performed

A. Bellhops
   1. Carry baggage for guest
   2. Escort guests to their rooms
   3. Offer services the guests may request
   4. Check rooms to be sure everything is in order
   5. Inform guests about the hotel services and facilities

B. Bell captains
   1. In large establishments they are in charge of bellhops
   2. Handle guest complaints
   3. Fill in for bellhops

Job environment

Clean, pleasant

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

A. Must be able to communicate with people.
B. Must be friendly, outgoing personality
C. Must be tactful, courteous, alert, enthusiastic and well groomed
D. Must be familiar with all services and facilities where employed

Unions

Unions available

Preparation

High school diploma
Courses from vocational or trade schools
On-the-job training

Entry method

Apply at local hotels, motels or resors. Through want ads.

Advancement and promotion

Advance to position as supervisor, elevator operator.
If the bellhop has some college credits, a management position may be available.

Earnings

$130.00 a week plus tips, but depends on place of employment.

Advantages and disadvantages

A. Routine work
B. Continuous walking, standing, carrying and lifting
C. Deal with all types of people
D. Night work
E. Advancement opportunities
F. Pays well

Outlook for employment

Very good because of growth of the lodging industry, especially in Southern New Jersey.

Related occupations

Customer service, flight attendant, host/hostess, tour guide, usher.

Bibliography

Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118

UNIT IV-K-4: CAREER EXPLORATION
Lesson 4: Hotel / motel - reservation clerk

I. Behavioral objectives

A. Given a class discussion, students will list three job responsibilities of a reservation clerk.

B. Given a class discussion, students will demonstrate the necessity of knowing guests' names.

II. Apperceptive base

A. List three duties of the bellhop

B. Why will a friendly bellhop make more money than an unfriendly one, normally?

III. Motivational approach

You are following the bellhop to the front desk. As you approach the desk you see an upset man talking with another man behind the main desk. Apparently the disgrunted man did not phone ahead for a reservation and there is no vacancy. You approach the man behind the desk and give him your name. As he reaches for a room key, you know that the man behind the desk, the reservation clerk got your phone call yesterday and that your room is ready.

IV. Aim

To learn the duties of the reservation clerk.

V. Presentation

Specific material: see supplemental sheets on reservation clerk.

Suggested way to cover material: distribute handouts.

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Have students choose a new last name (e.g., Cheryl Planters becomes Ms. Williams). Have students select an adjective with the same beginning letter as their new name (e.g., Ms. Williams, wonderful Williams). Have on hand a list of adjectives if students are having difficulty. Sit everyone in a round circle. The teacher should say his/her adjective and name. The first student to the teacher's left will repeat the teacher's name and say his/her name; the second student will repeat the teacher's name, the first student's name and give his/her name. Continue until you are back to the teacher. (Hopefully the teacher has a good memory.)

Application (cont.)

The teacher will then change any student, no matter where they are sitting, to go around the circle without making any errors.

The prize will be up to the teacher.

VIII. Final summary

Have students explain why it is important to remember the guests' names. List three job responsibilities of the reservation clerk.

RESERVATION CLERK -

Introduction

It is very important that a hotel has its guests in the right rooms for the right time period or else everything will be upset. This is why the reservation clerk is a very important member of a hotel/motel staff.

Work performed

Receive and confirm reservations by telephone, mail and teletype
Accept reservations at the desk
Type reservation forms.

Job environment

Pleasant, air and temeprature controlled area, although usually near front door - during winter, cold drafts.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Must be able to communicate well with others
Must have a friendly manner
Must be able to write legibly
Must be able to remember faces and names
Must be honest

Unions

None, if considered mid-management position.

Preparation

High school diploma
Typing and bookkeping courses are helpful
A mastery in English and mathematics helpful

Entry method

Want ads
Employment agencies
Apply directly to hotel/motel
Training schools with placement service

Advantages and disadvantages

Nice job environment
Good pay and benefits
Meet all types of people
Night work possible
Opportunities for promotion
Great deal of pressure and stress

Earnings

High school graduate - beginning salary $7,000 - $10,000 plus meals and fringe benefits.
College graduate - beginning salary is $8,000 to over $12,000 plus meals and fringe benefits.

Advancement and promotion

Promotion occurs from hard work and additional training opportunities for top management positions.

Outlook for employment

Good because of growth in lodging industry.

Related occupations

Travel agent, office clerk, sales, receptionist, ticket agent.

Bibliography

Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118

UNIT IV-K-5: CAREER EXPLORATION
Lesson 5: Hotel / motel - housekeeping personnel

I. Behavioral objective

Given a class discussion, students will list three advantages and three disadvantages of housekeeping personnel.

II. Apperceptive base

Who are the three people a guest will first come in contact with while staying at a hotel / motel?

A. Parking attendant
B. Bellhop
C. Reservation clerk

III. Motivational approach

How many of you get in trouble if you leave your room messy?
Do any of you lose allowance, stay in on a Saturday to give your room a good cleaning or get yelled at?

If a hotel / motel room is messy when a guest arrives, the hotel will certainly not see the guest again. It is so very important that the room is immaculately clean and fresh smelling. The housekeeping personnel see to it that the room is cleaned each day. If the room is dirty, they will lose more than their weekly allowance. They will lose their jobs.

IV. Aim

To learn the duties of the housekeeping personnel.

V. Presentation

Specific material: see supplemental sheets on housekeeping personnel.
Suggested way to cover material: distribute handouts.

VI. Medial summary

Ask questions relating to presentation.

VII. Application

Have students make a list of all items in your classroom or school store. Decide whether they should be cleaned on a daily, weekly or monthly basis. Include the supplies necessary to do a complete job. (Optional - clean room!!!)

VIII. Final summary

List the duties of housekeeping personnel. Explain the advantages and the disadvantages of this position.

HOUSEKEEPING PERSONNEL

Introduction

Many people feel that to be a maid is a menial job. However, there is a great demand for household workers and the idea that the job is only for poorly educated people is changing.

Work performed

Make the beds
Vacuum the room
Clean the bathroom
Dust
Refill the room with supplies such as towels, tissues, glasses, etc.
Inform supervisor if anything is missing or broken.

Job environment

Indoors, can be unpleasant when guests leave unsightly mess.

Qualifications

Age: minimum age - usually 16-18
Sex: male or female

Aptitudes and interests

Cleanliness
Ability to cooperate and get along with others

Unions

Unions available

Preparation

High school diploma helpful
Homemaking courses recommended

Entry method

Employment agencies that specialize in training and placing these workers. Apply directly to employer.

Advancement and promotion

Seldom any advancement but increase in pay is possible.
Floor housekeeper in large hotel is the next step.
Usually there is a head of housekeeping, but few of these positions are available.

Earnings

Minimum wage plus tips.

Advantages and disadvantages

- Poor pay
- Repetitious work
- Work alone
- Physical work
- Discounts on lodging
- Meet all types of people

Outlook for employment

Excellent

Related occupations

Bus boy, waiter/waitress

Bibliography

Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118

UNIT IV-K-6: CAREER EXPLORATION
Lesson 6: Hotel / motel - front desk supervisor

I. Behavioral objectives

A. Given a role-playing situation, the student will decide on the assignment of one last room to a delayed guest.
B. Given a class discussion, students will list two advantages and two disadvantages of a front-desk-supervisor position.

II. Apperceptive base

List the four hotel / motel personnel we have discussed so far, and give one duty of each.

III. Motivational approach

The four people you have listed above certainly come in contact with the guests. It is vital that they create a favorable impression with the customer. Supervising their job is the front desk supervisor. He/she must coordinate all of the tasks performed by the parking attendant, bellhop, reservation clerk and housekeeping personnel.

IV. Aim

To learn the duties of the front-end supervisor.

V. Presentation

Specific material: see supplemental sheets on front-desk supervisor.

Suggested ways to cover material:
A. Distribute handouts
B. Have guest speaker (local hotel/motel personnel, someone for community college or other school with course in hotel/motel management).

VI. Medial summary

Ask questions relating to presentation.

VII. Application

You are the font-desk supervisor of a large hotel. One of your best customers has just arrived - but a day early! Right now, the hotel is full. There is one room open, but you have a reservation for Mr. Lewis, a new customer; he told you he'd be here around 1 p.m. and it is now 3 p.m. What should you do?

VIII. Final summary

Discuss students' responses. Summarize the other problems a front-desk supervisor might encounter. Include the advantages and disadvantages of this position.

FRONT DESK SUPERVISOR

Introduction

The front desk supervisor is in charge of the people who give one of the first impressions of the hotel to the guest. Therefore the hotel's reputation is of primary importance to the front-desk supervisor.

Work performed

Answer questions about hotel services
Inform the housekeeper of guests' arrivals and departures
Bookkeeping and clerical work
Sometimes act as a cashier

Job environment

Depends upon hotel; usually clean, comfortable.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Must have a pleasant voice and friendly manner
Must have good memory for faces and names
Must have an interest in being helpful

Unions

If management position, no unions

Preparation

High school diploma
Minimum two-year college education helpful for promotion
Office practice, restaurant management and a foreign language

Entry method

Apply directly to hotel/motel
Apply for training program

Advancement and promotion

Many management opportunities available.

Earnings

Depend upon where employed. Possible beginning salary $200 to $250/week.

Advantages and disadvantages

Mwwr many different people
Night shifts possible
Many pressures
Good opportunities for promotion

Outlook for employment

Good because lodging industry is growing.

Related occupations

Receptionist, front-end supervisor in store, office manager.

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Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118

UNIT IV-K-7: CAREER EXPLORATION
Lesson 7: Hotel/motel - recreation coordinator

I. Behavioral objectives

A. Given a class project, students will instruct the class in one recreational activity.
B. Given the class project, students will list the preparations necessary for the recreation coordinator.

II. Apperceptive base

We have discussed the employees who first greet you when you arrive at the hotel. In order, list those people as they greet you upon your arrival at the hotel.

III. Motivational approach

If you went to hotel resort, what are some of the activities in which you would like to be involved (list on board)?
A. Dancing
B. Solftball
C. Horseback riding
D. Tennis
E. Golf
F. Hiking

All of these activities take place at many hotel resorts. To see to it that the guests not only participate in these activities, but also experience them from the first time, a recreation coordinator is hired. A creative and enthusiastic recreation coordinator can turn a hotel resort week into one of excitement and challenge.

IV. Aim

To look at the duties of the recreation coordinator.

V. Presentation

Specific material: see supplemental sheets on recreation coordinator.

. Suggested ways to cover material:
A. Distribute handouts
B. Have guest speaker (school athletic director, physical education teacher - coach).
C. Use audio-visual aids:

3. Recreation Hospitality Tourism ESC - 1441
5 min. $5.25
Indiana State University

Presentation (cont.)

Recreation
1. The Meadowlands
N.J. Sports and Exposition Authority
East Rutherford, N.J. (Free loan)

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Have each student choose one of their skills, talents or special interests. Help them to prepare a brief lesson to instruct the class. (Suggestions: any kind of dance step; hot wo pitch, throw a football pass, sing a song, an introductory mini-craft lesson, jump rope, any other phase of a sports activity, calisthenics, musical instrument, correct way to _______________, etc.)

Make sure students supply enough materials for each student in the class, or use one person to demonstrate. Also put a time limit on their presentation. (This is an excellent activity for a small class. It allows students an opportunity to practice leadership, human relations and other social skills. You might also discover a number of hidden talents your students possess. It does take time to complete this activity if everyone is involved in a separate presentation, but I think it is worth the time and effort.)

VIII. Final summary

List advantages and disadvantages of a recreation coordinator. Describe preparations necessary for this occupation.

RECREATION COORDINATOR

Introduction

A recreation coordinator's work may seen like a lot of fun, but it is more work than meets the eye. There is a great deal of excitement but also a great deal of organization behind one job. Therefore, if the job is fun, it is because the recreation coordinator makes it that way.

Work performed

Organize activities for guests
Conduct lessons in a single skill such as archery, dancing, tennis, etc.
Lead or teach group activities, inform guests of rules
Direct tournaments between guests.

Job environment

Indoor and outdoor work.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Enjoy working with people
Must have physical stamina
Must have organizational ability
Must have ability to command or influence people

Unions

None

Preparation

High school diploma and athletic skills.
College degree in recreation or double major such as physical education and recreation or business administration and recreation.
Courses recommended are recreation theory and practices, educational methods and activities such as music, arts, athletics, dance and club organizations.
Also first aid course recommended.

Entry method

College placement officers.

Advancement and promotion

Advancement may be to another job such as supervisor of community recreational centers.

Earnings

Beginning salary $10,000 to $12,000
Highest salary over $35,000

Advantages and disadvantages

Meet many people
Exciting and stimulating work
Physical work
Must keep everyone satisfied
Pressure
Good pay
Good working conditions

Outlook for employment

Good

Related occupations

Cruise director, athletic trainers, teachdr, music, therapist, coach.

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Moravia, N.Y. 13118

JOBS IN SPORTS -- MAKING PLAY PAY

Though women have made great strides on the playing fields of America in the last few years - participating in sports in ever greater numbers, often setting startling new records and generating unprecedented excitement about women athletes - this progress hasn't extended into the workplace so far. In general, sports jobs are scarce, and the competition is fierce. Women aren't making significant inroads into traditionally male jobs, and men are snatching up many of the coaching jobs that women have always considered theirs.

If there is good news about sports careers, it is, as the following stories about women who have them will show, that a determined woman can make one for herself and that she no longer has to teach and coach to make play pay. Even the opportunities for women professional athletes have expanded beyond tennis and golf to include basketball, skiing and softball.

The chart that follows gives the current occupational outlook for ten common sports jobs. Availability and salary may very in some parts of the country, but the information, compiled by the National Association for Sport and Physical Education, should be helpful to anyone interested in these careers.

But why would anyone want a job that often pays poorly and at the same time requires long and odd hours and frequent travel? For those passionately interested in sports - and most of the women who work in the field are - the answer is obvious. Having a job in sports allows them to pay the bills by doing things they would otherwise be able to enjoy only in their spare time. "I was actually paid to watch baseball games!" exclaimed Pam Jones, one of the women we talked to. All of them have in common tough, demanding jobs, and all love what they're doing. Here are their stories:

New Uses for PE Degrees

Linda Rebyack and Kit Thompson were physical education majors who rather casually assumed that whey they graduated from college they would teach and perhaps coach. They did not know how scarce those jobs were in their area until they actually started looking.

Out of their frustration came The Sporting Chance, a small sporting goods store in Chester, New Jersey, where the two former roommates sell the clothes, shoes and other paraphernalia women need to participate in sports. The store was, and remains after a year and a half, a gamble, with Ms. Rebyack and Ms. Thompson betting that the recent boom in women's sports will provide enough customers to keep their cash register ringing.

They are excited about being in the first wave of what may be a new market trend (nationwide, not counting the Tennis Lady chain, there are only about ten sporting goods stores catering exclusively to women) but predictably have found that enthusiasm doesn't keep bills from poling up. The two entrepreneurs went into business underfinanced (the money to open the store came not from a bank but from their savings and families), and neither had the benefit of retail experience. Most of the money that comes in goes out to meet expenses, but Ms. Thompson says the current balance

THE FORECAST FOR TEN COMMON SPORTS JOBS THROUGH 1980

Occupation	Education or training	Salary	Occupational Outlook
Sporing Goods dealer	College degree or management training programs. Retailing and sports experience helpful.	$9,000 to $15,000 +	Excellent
Athletic Trainer	College preparation in curriculum approved by the National Athletic Trainers Assn. P.O. Drawer 1865, Greenville, N.C. 27834	Schools: $7,000 - $12,000 Professional teams: $12,000 to $25,000	Good
Physical Education and/or Athletic Administrator	College degree with credits in administration. Experience in education and athletics helpful.	$10,000 to $30,000 +	Good
Physical Therapist	College degree and state licensing. Works with patients who have been physically disabled through birth, illness or accident.	$8,000 to $25,000	Good
Sports Journalist or Photographer	College degree with credits in journalism. Sports experience helpful. Photography experience.	$6,000 to $30,000 +	Good
Sports Official	Training and qualifying examination in each sport. Must hold membership in official organization for each sport.	Clubs, schools recreation depts. $10-50 per contest. Professional games $50-500 per contest.	Good
Athletic Coach	College degree with credits in physical education, education and coaching techniques.	$300 per season (part-time) to $75,000 + (full time)	Excellent for part-time, fair for full-time.
Physical education Teacher	College degree in PE and appropriate teaching credentials	$8,000 to $25,000	Fair

Occupation	Education or training	Salary	Occupational Outlook
Recreation Leader	Two-to-four-year college degree in recreation and/or related fields. Jobs exist in a variety of public agencies, parks, institutions and corporations.	$7,500 to $15,000	Fair
Professional Athlete	High school and college playing experience for most sports.	$2,500 to $100,000	Very few opportunities, heavy competition.

Chart information courtesy of the National Association for Girls and women in Sport and the National Association for Sport and Physical Education.

sheets fluctuate between red and black.

The two use every opportunity they can find to promote the store. They sponsor and coach a women's softball team in Chester and also serve as codirectors of the New Jersey Women's Sports Association. In existence about a year, the association has sponsored an amateur women's tennis tournament and a basketball clinic.

Through the association," Ms. Thompson comments, "we can do long-term promotion of women in sports. In the end, that will benefit our business as well as women."

All About Horses: Running a Stable

Linda Smith's love affair with horses began, like most, during childhood. Enchanged by cowboys, she was taken to a dude ranch by her father in a doomed effort to get horses and riding out of her system; later her parents gave in and bought her a horse.

With her sister, Sandra Mudge, Ms. Smith now runs a stable. Spring House Farms, in Bedminster, New Jersey, where the two teach riding lessons to about fifty students and board some twenty horses. Teaching provides most of the farm's income, but the greater part of each day goes to caring for the animals: feeding and exercising them, cleaning the barn. Work begins at 6:30 a.m. - much earlier if a horse show is on the agenda - and ends late in the evening when Ms. Mudge, who lives in an apartment above the stable, makes a final check of the horses to ensure that none have fallen ill or become stuck and unable to move in their stalls.

The work is physically exhausting and time-consuming, and Ms. Smith concedes, laughing, that she does occasionally think about quitting, "especially in the winter when I'm freezing." But the worst part of the business, she says, is that you're never really free of it. "If my sister isn't here, I am."

The rewards? Working with fine animals, teaching students who really want to learn and later watching them win at competitions. Ms. Smith teaches the same events in which she competes herself: dressage, in which a rider puts a horse through a series of movements by using invisible commands; cross-country, which tests a horse's speed, endurance, boldness and agility; and stadium junping. Ms. Mudge teaches equitation - how to ride a horse.

To expand the business, the two sisters have recently begun acting as agents, searching out the right horse for a client and then taking a commission on the sale. Currently their services are largely used by their own students. Because good horses are very expensive, if Ms. Smith and Ms. Mudge are successful at this, it could easily become the most profitable part of their business.

A Woman in a Largely Male World

Pam Jones grew up the only girl on her block. "Nobody wanted to play dolls," she says. Stricken by polio at the age of three, she couldn't join the neighborhood ball games but did watch a lot of sports on television.

Now, though only twenty-eight, she is rapidly becoming an old pro among the women who work in sports broadcasting. Clearly ambitious, she's been willing to work long hours in each of her four jobs - five if you count a college stint as sports director at a public broadcasting station - and she hasn't hesitated to leave any of them for a better one.

Currently Ms. Jones (known as Boucher when she did on-the-air work) is the assignment producer at the Entertainment and Sports Programming Network (ESPN), scheduling the free-lance and staff production crews to cover the sporting events and features that the Bristol, Connecticut, firm broadcasts to cable television stations around the country. She went there after two and a half years with the New York Yankees, where she was director of radio-TV relations, a job in which she did some promotion work and was the team's liaison with the television and radio crews who broadcast Yankee games.

Her years with the Yankees were exciting ones in which she met some of her childhood heroes and formed friendships with several current players. But after a while she knew she would rise no higher in the Yankee hierarchy. She also wanted more money. "Baseball is not a business where you make money unless you are on the field in a uniform," she says. Her ESPN salary, at $20,000 a year, is a great improvement over the $13,500 she earned from the Yankees.

Though Ms. Jones started her career as a sportscaster and later did some on-the-air work for the Yankees, she now professes little interest in being in front of the camera. "I frankly can't see a middle-aged woman doing sports," she says. "I want to develop a career I can stick with."

Ms. Jones hopes eventually to make the kind of sports features she now hires others to do for ESPN. Her dream is to do this in southern California, with its wealth of athletes to keep her busy and its sunshine to keep her Florida-bred body warm.

Part-time Job, Full-time Work

Phyllis Taylor will readily tick off the reasons officiating at sports events makes a terrific part-time job: flexible hours, usually plentiful jobs and good pay. But her own motives for refereeing upward of two hundred basketball games a year include none of them. Ms. Taylor simply loves basketball, never tiring of it in the more than twenty years since she played on her high school team.

To fit in her time on the court, Ms. Taylor cheerfully submits to nineteen-hour days that begin before dawn and also include a full-time job (she is the administrative officer of a construction firm near her Lanham, Maryland, home) and the care and feeding of husband Joe and their three sons. Ms. Taylor owns an array of time saving gadgets and appliances, cooking most meals in the microwave oven or slow-cooker. She admits to a special fondness for the word "shortcut" and will pick up almost anything bearing that promise, reading atout it during lunch or in the dressing room before a game.

Different organizations certify officials for various sports, but the procedure is much the same for all. Applicants first attend a course or clinic on officiating, then must pass the required examinations. Jobs are assigned by the local representative of the certifying group. Though pay is low for beginning jobs - usually children's and recreation club games - good officials can quickly move up to more lucrative work on the high school or college level. Ms. Taylor, for example, makes about $5,000 a year, putting the money to good use at vacation time or when a major purchase is necessary.

A Life in the Water

Stephanie Walsh speaks about swimming with the conviction of having spent twenty-six of her thirty years breathing the pungent smell of chlorine. Head Women's swimming coach ar Harvard University, she tends to sound more the stereotyped ideal of a coach rather than the actual thing. But in a time when sports have become big business and winning often seems more important than how one plays, Ms. Walsh's old-fashioned values are refreshing.

She strongly believes that those who excel at swimming, or any other demanding sport or activity, can also succeed in other areas of life. They have learned, she says, to set and reach for goals, budget time, be disciplined. Swimming allows an athlete to make personal achievements while still contributing to the group's efforts, since most swimmers compete as members of school or club teams. And it is far from a solitary sport. Ms. Walsh may have spent hours in the pool when other teenagers were spending hours on the phone, but she never lacked for friends and fun.

She taught herself to swim when she was barely more than a toddler, and eventually swimming became the Walsh family activity.

All of her fourteen younger brothers and sisters have swum competitively, and sisters Huddie Clark and Maura still do. Ms. Walsh began swimming year-round and competing when she was ten, and in 1966, her best year, was ranked eight in the world in the 200-meter butterfly. Later, almost inevitably, she became a coach. She candidly admits that the time she spent on that job helped break up an early marriage to a fellow swimmer.

Now, armed with a newly earned and self-designed degree in sports from Boston University, Ms. Walsh is thinking about leaving coaching. Her long-time dream of eventually coaching at the Olympics no longer seems so important, and she would like to earn more than the $12,000 Harvard pays her for a ten-month season of seven-day weeks and twelve-to-sixteen-hour days. Athletic administration interests her, as do other options. "I'm a go-getter," she says. "When the right opportunity comes along, I'll jump on it."

On the Air in Detroit

Gail Granik has spent the last four years doing things that would have seemed impossible when she was a sports-struck kid. She has gone to Florida for spring training, traveled with a hockey team, conducted locker-room interviews. Currently at WDIV, Channel 4 in Detroit, she is a sportscaster, one of very few women in a field she says is not very hospitable to them.

"When CBS hired Phyllis George to do sports commentary," she says, "many people thought sports broadcasting would begin to open up to women. I have not found that to be true. There really aren't a hell of a lot of women who are doing sports on TV and radio, especially in the top markets. I think many women who started out in sports broadcasting became discouraged and left because we're not exactly welcomed with open arms."

Nevertheless, Ms. Granik's own career has proceeded rather smoothly. She started out as an armchair athlete with several years' experience as a TV producer, most recently for a talk show in New York City. After deciding that she wanted her job to reflect her off-hours interests, she got on at WBV in Boston (shere she had held her first job), as executive producer for sports.

"Little by little I started getting on the air," she says, "very minimally at first, maybe one story a week. Eventually I became a full-time sports reporter." She was recruited for the Detroit job, where she reports and also anchors sports for one of the three daily newscasts.

Despite her pessimism about a woman's chances in this field, she harbors no thoughts of leaving. She has worked hard, she likes what she does and she feels accepted by both the public and the teams she covers. "Certainly, the last ones to accept you are the men in your own profession," she says.

Helping Athletes Play Better

Holly Wilson is a trainer, a virtual jack-of-all-trades of the athletic world. In charge of training for the ten women's teams at the University of Iowa, Iowa City, she functions as part exercise physiologist, medical assistant, nutritionist, counselor and onfidante. Before a season starts, she puts athletes through a conditioning program designed to prepare their bodies for the physical stresses to come; when actual practice and competition begin, she's on hand to care for the inevitable injuries.

Her job can be extremely rewarding. Injured athletes and their coaches are usually quite grateful to the person able to minimize the effects of a sprain, pulled muscle or fracture and return that athlete to competition; the personal satisfaction can be great too. "Deep down," she says, "you know that you've helped an athlete become more proficient at her sport and that you've also possibly taught her to take better care of her body."

Ms. Wilson was drawn to training out of a joint interest in sports and medicine. Certified by the National Athletic Trainers Association in 1970, she did not, however, find a full-time job until 1972. "There were no training jobs for women at the time," she says. Things are better today, with more than three hundred women now certified and more women than men studying training in the universities that offer it.

Ms. Wilson is reluctant to disclose her salary, saying only that the range at Iowa is from $15,000 to $20,000, but, whatever it is, she earns every penny of it. A ten-hour work day is short and infrequent, and her weekends are seldom free. She recalls that last fall, when she worked with the school's field hockey team, there was only one home weekend game in a season that ran from September through November. "Depending on whether there are injuties at Satuday's game," she says, "You may have Sunday off."

UNIT IV-K-8: CAREER EXPLORATION
Lesson 8: Hotel / motel - manager, night manager

I. Behavioral objectives

A. Given a class presentation students will list four responsibilities of a hotel manager.
B. Given a class presentation students will explain the additional responsibility of the night manager.

II. Apperceptive base

A. List three duties of the recreation coordinator.
B. If you were a recreation coordinator, what activities would you include at your resort?

III. Motivational approach

You can see that running a hotel/motel is a very tricky and challenging operation. Your guests are there to enjoy themselves. If they have a good time, they will not only return, but will probably tell their friends of your hotel. To make sure that everything runs smoothly, the manager oversees the operations of the employees.

IV. Presentation

Specific material: see supplemental sheets on manager / night manager.

Suggested ways to cover material:
A. Distribute handouts.
B. Field trip to local hotel / motel
C. Use audio-visual aids (see bibliography).

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Give students the following problem:
As the manager of the Voyager Hotel one of your responsibilities is to set the policies of the hotel. One of the areas you seem to be having problem with is the way the front-desk personnel dress at work. Your bellhops and housekeeping department have uniforms. You do not want the front desk to have uniforms, however, as you think it will give a too strict appearance. However, because of the attire worn to work lately, you feel it is necessary to establish a dress code. Outline a possible dress code for both male and female staff.

VIII. Final summary

Have students list four responsibilities of a manager / night manager.
Have students explain an additional responsibility of the night manager.

MANAGER / NIGHT MANAGER

Introduction

The main responsibility held by a manager of a hotel/motel is to supervise the overall operation of the hotel/motel. They must insure that the guests are completely satisfied.

Work performed

Oversee staff
Manage promotional plans
Approve purchase of supplies and equipment
Set policies
Supervise and coordinate services necessary for operation
Coordinate activities of administrative departments
Usually, night manager acts as auditor.

Job environment

Clean, pleasant, comfortable

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Must like working with people
Must have interest in serving people
Must be skilled in planning, organizing, controlling and evaluating.

Unions

None

Preparation

High school diploma
College education
Courses in hotel and motel administration, business administration, sales and marketing, engineering, food management, fine arts, social sciences and/or humanities are required.
Experience dealing with people, e.g., waitress/waiter, bellhop, room clerk, etc.

Entry method

Apply directly to motel/hotel.
Usually must work your way up through training program.

Advancement and promotion

Education and experience helpful for promotions to larger/gigger volume hotel/motel.
Own/operate your own business.

Earnings

Beginning salaries $9,000 - $12,000
Highest salaries $20,000 to $32,000 + (usually includes lodging, salaries depend upon motel/hotel).

Advantages and disadvantages

Good pay
Meet many people
Pressure
Possible night hours
Opportunities for advancement
Discounts on lodging (if chain, discounts apply to all cities)

Outlook for employment

Excellent for college graduates.

Related occupations

Hospital administrator, food service manager, building superintendents.

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HOTEL MOTEL AND LODGING SERVICES

I O T A G A M A X I T B E L L H O P M A I D
M F R S D K A E S T R K R P N I N C I A D E
K R E L C K S E D S C E S F A V K E N S K S
Q O T K S C T A A V A A C R S E C I D M O E
P N Q C C T E H F E S T P O K S S S F P N L
M T A L K P D G E L H U O N T S T O E S T A
T D P R C A F F P O I F D T P N Q N A U K S
W E S P T S G A S D E R S D R O R P I O R N
S S S A L E S R E P R E S E N T A T I V E O
E K R E S E R V A T I O N S C L E R K B L I
Y A K A W Q T R A E I N N K E E P E R R C T
E U C Q S A E I F G S E O C R B Q S S G M N
L D T T Q N R R S S I S A L S P P E R S O E
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D T O S A S D Q P Q B J G R K H T B G B R N
T O R R H E T K S S P R P K C D D T S S N O
S R S Q T R S R T T O E S I L T E S O R P C

OCCUPATIONS

CASHIER
CONVENTION SALES
DESK CLERK
FRONT DESK AUDITOR
FRONT DESK CLERK
MAID
INNKEEPER
NIGHT AUDITOR
RESERVATIONS CLERK
ROOM CLERK
SALES REPRESENTATIVE
BELLHOP

HOTEL MOTEL AND LODGING SERVICES

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I O T A G A M A X I T B E L L H O P M A I D
M F R S D K A E S T R K R P N I N C I A D E
K R E L C K S E D S C E S F A V K E N S K S
Q O T K S C T A A V A A C R S E C I D M O E
P N Q C C T E H F E S T P O K S S S F P N L
M T A L K P D G E L H U O N T S T O E S T A
T D P R C A F F P O I F D T P N Q N A U K S
W E S P T S G A S D E R S D R O R P I O R N
S S S A L E S R E P R E S E N T A T I V E O
E K R E S E R V A T I O N S C L E R K B L I
Y A K A W Q T R A E I N N K E E P E R R C T
E U C Q S A E I F G S E O C R B Q S S G M N
L D T T Q N R R S S I S A L S P P E R S O E
N I G H T A U D I T O R S E T O S Q B T O V
D T O S A S D Q P Q B J G R K H T B G B R N
T O R R H T E K S S P R P K C D D T S S N O
S R S Q T R S R T T O E S I L T E S O R P C
```

OCCUPATIONS

CASHIER

CONVENTION SALES

DESK CLERK

FRONT DESK AUDITOR

FRONT DESK CLERK

MAID

INNKEEPER

NIGHT AUDITOR

RESERVATIONS CLERK

ROOM CLERK

SALES REPRESENTATIVE

BELLHOP

PERSONAL INVENTORY CHART

	Personal traits	Works alone	Works with others	Courtesy	Creativity	Flexibility	Good judgement	Aggressiveness	Initiative	Leadership	Liking for detail	Liking for people	Neatness	Perseverance	Reliability	Tact
_Hotel/Motel Services																
_Bartender																
_Bell captain																
_Cashier																
_Doorman																
_Elevator operator																
_Floor supervisor																
_Hotel manager																
_Housekeeper																
_Houseman																
_Information clerk																
_Key clerk																
_Laundry room worker																
_Linen room attendant																
_Maid																
_Mail clerk																
_Motel manager																
_Parking attendant																
_Porter																
_Room clerk																
_Sales manager																
_Seamstress																
_Telephone operator																
_Valet																

PERSONAL INVENTORY CHART

	Outside interests	Agriculture	Arts and crafts	Creative writing	Drama	Ecology	Home making	Literature	Mechanics	Music	Science	Sports	Travel	School interests	English	Journalism	Mathematics	Science	Social science	Languages	Physical education	Business education	Industrial arts	Home economics	Fine arts	Music	Public speaking	Physical assets	Good eyesight	Good hearing	Good speech	Color perception	Manual dexterity	Agility	Stamina
'Hotel-Motel Services																																			
_Bartender																																			
_Bell captain																																			
_Cashier																																			
_Doorman																																			
_Elevator operator																																			
_Floor supervisor																																			
_Hotel manager																																			
_Housekeeper																																			
_Houseman																																			
_Information clerk																																			
_Key clerk																																			
_Laundry room worker																																			
_Linen room attendant																																			
_Maid																																			
_Mail clerk																																			
_Motel manager																																			
_Parking attendant																																			
_Porter																																			
_Room clerk																																			
_Sales manager																																			
_Seamstress																																			
_Telephone operator																																			
_Valet																																			

IV. CAREER EXPLORATION

L. Personal services

(1) Introduction to personal services
(2) Dry cleaner
(3) Photographer
(4) Tailor
(5) Cosmetologiest
(6) Barber / beautician
(7) Manicurist / electrologist

Audio-visual aids

Is a career in the Services Industries for You?
15 min. No. 2-11946 $15.00
Syracuse University

Career Awareness: Personal Services Industry
"At Your Service" No. 9341
Rent $20.00
Teacher guide / 30 workbooks
Aims Films
626 Justin Ave.
Glendale, CA 91201

Personal Service - 11 min. No. ESC - 1483
$7.00
Indiana University

Personal Service - 5 min. No. ESC 1439
$5.25
Indiana University

UNIT IV-L-1: CAREER EXPLORATION -
Lesson 1: Introduction to personal services

I. Behavioral objective

Given an activity, the students will identify five possible personal service careers.

II. Apperceptive base

Name five products you can buy at a store. You leave the store carrying packages filled with the merchandise you just bought. You can see, touch and sometimes smell the products you just purchased.

III. Motivational approach

There are other things sold at a store that you can purchase. They cannot be seen or touched and have no smell. They are, however, very important to the customer who buys them. They are called personal services.

IV. Aim

A look at personal services.

V. Presentation

In recent years the number of people engaged in distributive service business has greatly increased.
Owners and managers of service business, for example, dry cleaners, are concerned with selling the service they provide. The employees of a service business, for example a presser, produce a particular service. Some personal and business service occupations involve both the production and marketing of something.

VI. Medial summary

Have the numbers of people in the service industry increased or decreased?

VII. Presentation (cont.)

People are looking for better services and have the money to pay for them. A young person can look forward to many opportunities in the service industry.

VIII. Medial summary

What are people looking for in the area of services?

IX. Application

Give students Personal Service Careers, Handout No. 1

X. Final summary

Review correct answers with students. Emphasize the opportunities in this industry.

PERSONAL SERVICE CAREERS

Handout No. 1

Directions

Using the numbers on the telephone dial, decode each of the following number groups below to reveal some marketing careers in personal services. Each number represents three letters. For example: "2" could be A, B or C.

1.	288537	_ U _ L _ _
2.	2676386564478	C _ _ M _ T _ _ _ G _ _ _
3.	746864727437	_ _ O _ O _ _ _ P _ _ _
4.	4768637533737	_ R _ _ N _ _ K _ _ P _ _
5.	3863725 34732867	F _ _ _ R _ _ D _ _ _ C _ _ _
6.	227237	_ A _ B _ _
7.	742538 24368	T _ _ L _ _ _ _ _ N _
8.	7374787 626437	_ E _ _ R _ S _ A _ _ G _ R
9.	736825 24368	R _ N _ _ _ A _ _ _ T
10.	2328842426	_ _ A _ T _ C _ _ _
11.	4363725 6262437	G _ N _ _ _ L M _ _ _ G _ _
12.	824567	_ _ I _ O _
13.	7839273377 / 7839273	S _ _ W _ _ _ E _ S / _ T _ _ A _ _
14.	23638379 34732867	_ _ M _ _ E _ Y _ I _ _ C _ _ _
15.	872835 24368	_ R _ V _ _ A _ _ N _

ANSWER KEY

1. Butler
2. Cosmetologist
3. Photographer
4. Groundskeeper
5. Funeral director
6. Barber
7. Ticket agent
8. Resorts manager
9. Rental agent
10. Beautician
11. General manager
12. Tailor
13. Stewardess / steward
14. Cemetery director
15. Travel agent

UNIT IV-L-2: CAREER EXPLORATION
Lesson 2: Personal services - dry cleaner

I. Behavioral objectives

Given a list of jobs at a dry cleaning establishment, students will unscramble words that pertain to those jobs.

II. Apperceptive base

Why do you think an airline would want their stewardesses and stewards to wear clean and attractive uniforms? (Yes - to create a certain quality image of the airline).

III. Motivational approach

Airline companies are not the only people that want to create a quality image with clean and good looking clothing. Don't you try to create a certain image when you are wearing clothes? You buy clothes that say something about "you," even if you wore the most expensive clothes in the world, they would lose all of their attractiveness if they were dirty. Dirty clothes say something negative about a person. Thank goodness for washing machines and dry cleaning services. They can help guarantee that your clothes will look clean and fresh.

IV. Aim

To learn the jobs in the dry cleaning services.

V. Presentation

Specific material: see supplemental sheets on dry cleaner.

Suggested ways to present material:
A. Distribute handouts
B. Take field trip to local dry cleaning establishment
C. Use audio-visual aids

Dry Cleaning sales and service
Thompson - Mitchel and Associates
2996 Grancview Ave. N.E. Roberts Building
Atlanta, GA 30305
Cost $187.50 5 filmstrips

P33 9 - Smig Duds Suds-in, Wardrobe Selection and Care
1979 - 12½ min.
Maytag Company - Home Service
Newton, Iowa, 50208

Dry Cleaning Sales and Service
Classroom World Production, Order from:
Associated Educational Materials Companies, Inc.
Gleenwood at Hillsborough, St. Raleigh, N.C.
Cost $187.50 - 5 filmstrips

Presentation (cont.)

Fabricare manual - 1978
Consumer Information Services
Dept. 703 Public Relations
Sears Roebuck and Co.
Sears Tower, Chicago, ILL 60684

Suited for Living - free film
International Fabricare Institute
12251 Tech. Rd.
Silver Spring, MD 20904

Your Future and the Fabricare Industry (booklet)
International Fabricare Industry
12251 Tech Rd.
Silver Spring, Maryland 20904

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Give students dry cleaner Handout No. 1

Answer key:
1. Spotter
2. Counter person
3. Shirt operator
4. Presser
5. Manager
6. Route person
7. Examiner
8. Dry cleaner
9. Stitcher
10. Marker / bagger

VIII. Final summary

Review answers. List five duties performed within a dry cleaning establishment.

PERSONAL SERVICE - DRY CLEANER

Introduction

There are three types of dry cleaning establishments which are:

A. Large power dry cleaning plants, which maintain a large number of dry cleaning stores to receive and deliver garments.
B. Wholesale dry cleaners, dry cleaning for independent outlet stores.
C. A dry-cleaning establishment - housing its plant and store in the same location.

Some employ many employees because of their size, while others only employ a few people because they are so small.

Work performed

The responsibilities of a dry cleaner are:

A. Clean textiles while retaining the shape of the article.
B. Remove spots
C. Press garments
D. Deliver
E. Receive payment and maintain paper work up to date.
F. Check garments for any rips, damaged areas or unusual stains
G. Sort garments into groups
H. Restore proper shape to the clothes
I. Examine the garments at the end
J. Bag the garments

Working environment

Well lighted, ventilated and adequate sanitary facilities.
The fumes from solvents are usually in the air.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Must have a likeable personality
Good health is a must
Must have good eyesight
Hand dexterity
Ability to make decisions and concentrate
Ability to solve problems
Ability to plan work

Unions

None

Preparation

High school background
Courses in chemistry, physics, mathematics, machine shop and textiles are helpful
OJT
High school diploma
Dry-cleaning school

Entry method

Training in a dry-cleaning school
Another way is through an on-the-job training program

Advancement and promotion

One would enter a dry-cleaning profession as a route person or marker tagger. Advancement would come about as employee shows desire and ability to learn. The steps of the ladder would be:
Counter person, who reports to front-end manager
Presser,
Stitcher,
Examiner,
Spotter,
Back manager

Earnings

e.g., Spotter $150 - $175; route person / counter person - minimum wage; presser - paid by garment (price work); marker / bagger - minimum wage; front-end manager - $250 - $275; back end manager - $250 - $300; examiner (inspector) - minimum wage +; shirt operator - time work - e.g., 5000 shirts a week - paid by garment.

Advantages and disadvantages

Hot area
Steady hours
Few businesses have late night hours
Good benefits
Deal with pleasant and unpleasant customers
Good salary
On feet for long periods of time
Saturday work - no holiday work

Outlook for employment

Excellent

Related occupations

Seamstress, fabric buyer, textile manufacturer salesman.

Bibliography

Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118

International Fabricare Institute
12251 Tech Road
Silver Springs, MD 20904

DRY CLEANER - Handout No. 1

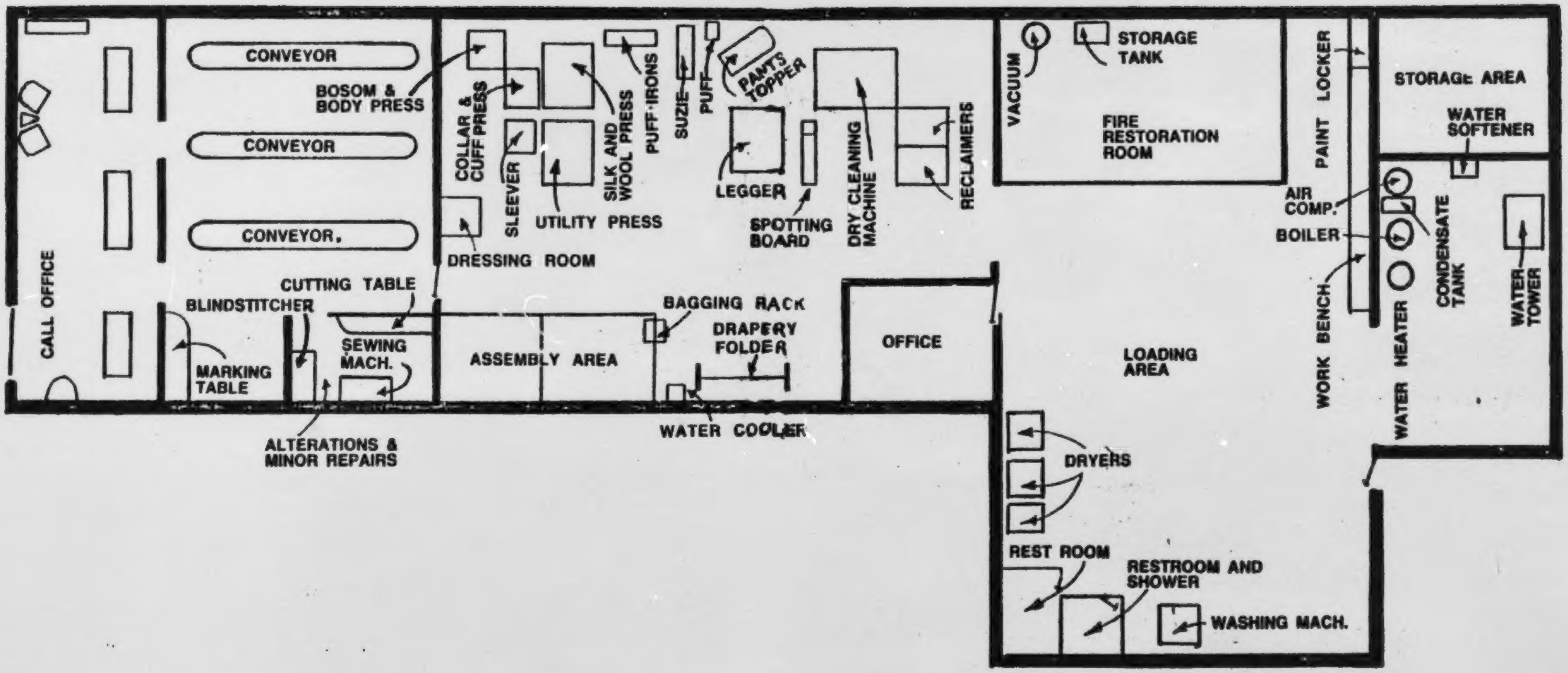
Directions

Unscramble the following occupations in the dry cleaning industry:

1. troptes _ _ _ _ _ _ _ _
2. ooctrepnuesrn _ _ _ _ _ _ _ _ _ _ _ _ _
3. tirsh toooprear _ _ _ _ _   _ _ _ _ _ _ _ _
4. seeprrs _ _ _ _ _ _ _
5. aregnma _ _ _ _ _ _ _
6. reepturonso _ _ _ _ _ _ _ _ _ _ _
7. xaeemirn _ _ _ _ _ _ _ _
8. reerlcandy _ _ _ _ _ _ _ _ _ _
9. rittshec _ _ _ _ _ _ _ _
10. rakemr / grageb _ _ _ _ _ _ / _ _ _ _ _ _

TYPICAL DRY CLEANING PLANT

Dry cleaner - Handout No. 2


CONVEYOR
CONVEYOR
CONVEYOR.
BOSOM & BODY PRESS
COLLAR & CUFF PRESS
SLEEVER
UTILITY PRESS
SILK AND WOOL PRESS
PUFF-IRONS
SUZIE
PUFF
PANTS TOPPER
LEGGER
SPOTTING BOARD
DRY CLEANING MACHINE
RECLAIMERS
VACUUM
STORAGE TANK
FIRE RESTORATION ROOM
PAINT LOCKER
STORAGE AREA
WATER SOFTENER
AIR COMP.
BOILER
CONDENSATE TANK
WATER TOWER
WORK BENCH
WATER HEATER
CALL OFFICE
DRESSING ROOM
CUTTING TABLE
BLINDSTITCHER
MARKING TABLE
SEWING MACH.
ASSEMBLY AREA
BAGGING RACK
DRAPERY FOLDER
OFFICE
LOADING AREA
ALTERATIONS & MINOR REPAIRS
WATER COOLER
DRYERS
REST ROOM
RESTROOM AND SHOWER
WASHING MACH.

AMERICAN DRYCLEANER, JULY, 1980

UNIT IV-L-3: CAREER EXPLORATION
Lesson 3: Personal services - photographer

I. Behavioral objective

Given a class presentation, students will list five job duties of a photographer and two advantages and disadvantages of being a photographer.

II. Apperceptive base

Have you ever been to a wedding? How many times did you see the bride and the groom's picture taken? When you get married you will always treasure the pictures taken at your wedding.

III. Motivational approach

The photographer at a wedding gets paid for his/her services. If he/she really works hard to get some great "shots" the wedding album will be a life-time treasure for the couple. Photographers must really love the work they do. They should be professional and business-like to develop repeat business.

IV. Aim

To learn the job of a photographer

V. Presentation

Specific material: see supplemental sheets on photographer

Suggested ways to cover material:
A. Distribute handouts
B. Have guest speaker (usually the yearbook editor knows something about photography - if you provide the supplemental sheets (s)he may be able to give an informative presentation on photography as a career).
C. Use audio-visual aids

P.95 Movies More People (0332) (How movies sell, persuade, train, etc.) 1969 - 26 min.
Eastman Kodak Co. - Audio-visual library
Distribution 343 State St.
Rochester, N.Y. 14650

More than Photography - A visit to Eastman Kodak Co.
Audio Visual Library Distribution
343 State St. Rochester, N.Y. 14650

Professional Photographers of America, Inc.
Focus on your future - leaflet - opportunities in photography
Request must be written on official stationary - limit 25 copies
Attn: June Youngren
1090 Executive Way, Des Plaines, Ill 60018

Presentation (cont.)

The Beginning of Photographic Composition
(0008) 1974 - 103 slides color
Eastman Kodak Company
Audio-visual Library Distribution
343 State St. Rochester, N.Y. 14650
Borrower pays return postage including insurance in amount of $50.00
Return day after presentation via Parcel Post.
Cannot order more than 11 mos. in advance.
Book four weeks in advance (8-12 weeks in fall/winter months)

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

A. Give students the following case problem.

You are a photographer for Photo Labs. One of your regular customers has called to say she is sending her three year old daughter over for her appointment with the baby-sitter, as her son is ill. They arrive on time. As you are setting up the shot the child begins to cry. She misses her mother! The baby-sitter is trying to calm her down but to no avail. What are some "extras" a photographer should have on hand to amuse a child? What would you do in this situation?

B. Arrange to present this lesson around the holiday season.

Have someone volunteer to play "Santa." Set up a corner of your classroom or the school store (with good lighting) with a chair and a holiday background. Advertise with posters and announcements on the school P.A. system to take a "Photo with Santa."
Use a polaroid camera, purchase film, flash cubes, and paper frames. Set up a reasonable price ($1.50?). Set up appointments for a week or have people come in between designated hours. Use this activity to stimulate a gala holiday mood and to give the students an opportunity to set up a mini-photography business. A cost recovery basis is recommended. If you attempt to make a great profit the students may not feel the novelty is worth the price.

VIII. Final summary

List five job duties of a photographer. List two advantages and two disadvantages of this occupation.

PHOTOGRAPHER

Introduction

Photographer's work depends upon the specialization. Categories include: free lancers, commercial, photo journalists, scientific, advertising, industrial, portrait or self-employed photographers.
They must have basic knowledge of equipment, design, proportion, composition and the science of lights and optics.

Work performed

Photographers responsibilities are:

A. Develop firlm
B. Enlarge prints
C. Finish and print film
D. Advertise work
E. Schedule appointments
F. Pose subjects
G. Adjust lights
H. Make camera adjustments
I. Create special effects
J. Retouch prints
K. Make print copies
L. Delegate business duties (if own business)
M. Keep accounts
N. Take photographs

Work environment

Usually well-lighted, comfortable and well ventilated.
Sometimes works under hazardous conditions.
Must work with chemicals and hot lights.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

A. Good eyesight
B. Good color sight
C. Must have basic knoledge in black and white
D. Must be artistic
E. Good eye for design
F. Must have a pleasant personality
G. Must have finger dexterity
H. Must put people at ease
I. Be on time for appointments
J. Must be innovative.

Unions

Unions available

Preparation

High school diploma is necessary
High school courses in chemistry, algebra, art design and English are strongly recommended.
Accredit Technical school training is preferred
OJT

Entry method

One may begin a career in photography by assisting photographers.
Many photographers start as trainees and receive jobs through placement offices at technical schools.

Advancement and promotions

Trainees at studios and newspapers may be promoted to photographers and photojounalists. Other photographers may go on to own their own business or become free-lance photographers.

Earnings

$200 - $250 a day for free-lancers in black and white
$400 - $600 a day for free-lancers in color
$150 - $200 a day for photojounalists in black and white
$200 + a week for beginners
$400 - $450 a week for illustrative
$20,000 a year for self employed
$20,000 a year for experienced, commercial photographer.

Advantages and disadvantages

A. Tremendous responsibility
B. High earnings
C. Long hours
D. Irregular hours
E. Work sometimes under hazardous conditions
F. Varied work
G. Many job pressures
H. Exciting and challenging work
I. Equipment may not operate correctly
J. Must work in all weather conditions

Outlook for employment

Excellent

Related occupations

Artists, motion picture directors, writers, designers, sculpturers, and decorators.

Bibliography

Chronicle Guidance Guide, Inc.
Moravia, N.Y. 13118

UNIT IV-L-4: CAREER EXPLORATION
Lesson 4: Personal services - tailor

I. Behavioral objective

Given a class presentation, students will list four operation that went into the making of a piece of clothing.

II. Apperceptive base

A. Why are dry cleaners an important part of making a person feel confident about his or herself?
B. Do you think a dry cleaner would rather clean a cheaply made piece of clothing or a strong durable garment? Why? Today we will look at a person who has a lot to say about the quality of clothing you wear.

III. Motivational approach

During the winter a friend of mine has a horrible habit of not exercising. He has a good job, buys good clothes, and unfortunately loves to eat. During the winter he always seems to gain some unwanted pounds and inches. I always felt sorry for him, noting that it must be expensive to keep buying new clothes that "fit" for each season of the year. He sheepishly informed me that he knows a great tailor that takes in and lets out his suits so that nobody really notices his weight change. This makes him feel confident and attractive, and saves him a lot of money. A good tailor takes a lot of pride in his/her work.

IV. Aim

To learn the job of a tailor.

V. Presentation

Specific material: see supplemental sheets on tailor.

Suggested ways to cover material:
A. Distribute handouts
B. Have guest speaker (home economics - sewing teacher, someone who works in this capacity at a dry cleaning establishment).

VI. Medial summary

Ask questions about the presentation.

VII. Application

Have students list all hand and machine operations that went into the sewing of an article of clothing they are wearing (e.g., blouse , select fabric and pattern; fit and cut out pattern; sew seams by machine; hand or machine sew hems; sew on buttons or attach snaps).

VIII. Final summary

Have students list two advantages and two disadvantages of this occupation.

TAILOR

Introduction

At least four different tailors work in the clothing industry. They are people of great talent and do a job that is greatly needed. A tailor is an important person and just like an auto mechanic, the product cannot work without a tailor.

Work performed

Skilled tailors are craft workers who can do all hand and machine operations needed to make or refine a garment. They take customer measurements, prepare material, mark pattern, assemble parts and make the garment.

Job environment

Clean, well-lighted.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Patience
Speed in work
Good eye sight
Eye-hand coordination
Satisfy customers

Unions

Unions available

Preparation

No educational entry requirements needed.
High school and vocational school training will lead to a better pay.

Entry method

Direct application and informal on-the-job training.

Advancement and promotion

Promotion comes with experience. Possible paths for promotion: a skilled tailor can advance to become head tailor.

Earnings

Wages vary with expertise and location. Most tailors are payed by the piece.

Advantages and disadvantages

Work is always in demand
Creative field of work
Sometimes work under pressure
Must be patient
Deal with different types of customers

Outlook for employment

There is always a demand for tailoring. Most people now purchase apparel in stores, therefore the field of repairing clothing is in greater demand than making custom-made clothing. There is a need for young workers in this field.

Related occupations

Pressers
Cutters
Markers
Trimmers
Hand and machine finishers

Bibliography

Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118

UNIT IV-L-5: CAREER EXPLORATION -
Lesson 5: Personal services - cosmetologist

I. Behavioral objectives

A. Given a simulation with cosmetics, the students will choose the correct cosmetics for their partner.
B. Given an outline of the responsibilities of a cosmetician, the student will list three of these responsibilities.

II. Apperceptive base

Today much emphasis is placed on beauty. People are always ready to try new things to improve their looks. What profession specializes in improvint and beautifying one's looks? (Cosmetology)

III. Motivational approach

Cosmetics are used today by many people. Even men care to look well-groomed and use lotions, bronzing gels and balms.
Cosmetics cater to everyone: black women, young women, mature women, women with all skin types and women who have allergies. They highlight looks, dramatize and project illusions. Cosmetics also give color and can even change the look of the shape of one's face. Cosmetics can make one feel good about oneself. Cosmetics give people a positive attitude, because good looks make one feel confident.

IV. Aim

To learn the duties of a cosmetician.

V. Presentation

A. Have a guest speaker come in from Capri Beauty School, Clifton, N.J. and give an oral presentation on cosmetology. Other beauty schools or modeling schools may also be cooperative.
B. Use audio-visual aids:

Careers in Marketing Filmstrip Series
Complete series - Volumes 1-4 1976
McGraw Hill Publishers
Set 3 - Apparel and accessories, Home furnishings, Beauty

At Home with Avon (S-872)
16 mm. 11½ min. / color
(Development of Avon products from laboratory to shipping line)
Association Films Inc.
600 Grand Ave.
Ridgefield, N.J. 07657

VI. Medial summary

Ask questions relating to the presentation.

VII. Presentation (cont.)

Discuss the responsibilities of a cosmetologist and places where they are employed.

VIII. Medial summary

Have the students list the five responsibilities of a cosmetician.

IX. Application

The students will bring in various beauty aids and make-up, make-up removers, brushes and mirrors. The students will pair off. One will be the customer and one will be the cosmetician. The student acting as the customer will be looking for an improvement and the student acting as a cosmetician will give advice. When completed, the students will switch roles.

X. Final summary

Review the career of a cosmetician.

COSMETOLOGIST

Introduction

The cosmetologist's main purpose is to improve the appearance of their patrons. Psychologists realize their therapeutic value in improving self-confidence of their customers. Many hospitals now have beauty salons for the patient's convenience.

Work performed

1. Facials
2. Make-up application
3. Skin cleansing techniques
4. Selling cosmetics
5. Eyebrow shaping

Working conditions

Pleasant, clean

Qualifications

Sex: females, many men are now entering the industry and becoming successful.
Age: 16 years of age or more.
A license is required in all states.

Aptitudes

1. Genuine liking for people
2. Ability to get along with people
3. Neat appearance
4. Pleasant personality
5. Tact and judgement
6. Must be sincere
7. Artistic flair helpful
8. Must have good health and finger dexterity

Unions

None

Preparation

High school graduate depending upon the state's requirements.
High school courses in chemistry, hygiene, biology, physiology and English are helpful.
Some vocational schools offer beauty culture
Must attend beauty culture school

Entry method

Most beauty school offer a job placement service for their students at the time of graduation

Advancement and promotion

Some cosmetologists advance to owning their own salons, or are employed with salons with an exclusive clientele.
Some become sales representatives and demonstrators for cosmetics manufacturers.

Earnings

Beginning salaries average $140 - $150 per week plus tips (1980 figures)

Advantages and disadvantages

Good salary
Easy-to-enter field
Interesting work
On feet all day
Deal with demanding customers
Good hours
Steady employment
Keep up with new trends

Outlook for employment

Good, excellent

Related occupations

Laboratory technicians, beauty editors for newspapers or magazines or supervisors of a chain of salons.

Bibliography

Chronical Guidance Publications, Inc.
Moravia, N.Y. 13118

UNIT IV-L-6: CAREER EXPLORATION
Lesson 6: Personal services - barber / beautician

I. Behavioral objectives

A. Given the advantages and disadvantages of a barber/beautician, the student will list five advantages and five disadvantages on a piece of paper.
B. Given the attached outline, the student will list the responsibilities of a barber/beautician.

II. Apperceptive base

A. When you see a person, what is the first thing you notice about him/her? (the hair)
B. Who is the person in charge of keeping hair styled and fashionable? (barber/beautician)

III. Motivation

I am sure you have all heard of the "unknnown comic." Well, that is what I felt like when I visited a well-known hair dresser last year.

I told the hair dresser how I wanted my hair styled, and he said in his charming accent, "Don't worry, I am an artist." So I sat in the chair feeling like I did the right thing by getting may hair cut there. All of a sudden I noticed that he just kept cutting and cutting until he was out of control! Finally I yelled "STOP!"

When I looked at myself I felt like placing a paperbag over my head. It was so short and uneven that it looked as if it was cut with a broken bottle. The hairdresser just sighed, mumbled something and gave himself a long adoring look in the mirror. The next shock was the price. Forty dollars to make myself look like a squirrel! I was quite annoyed and never returned.

IV. Aim

To learn the duties of a barber/beautician.

V. Presentation

Discuss the duties and the advantages and disadvantages of a hairdresser.

Audio-visual aids:

Careers in Marketing Filmstrip Series
Complete Series Volumes 1-4 1976
McGraw Hill Publishers
Set 3 - Apparel and accessories - Home furnishings - Beauty

Presentation (cont.)

Easy hair care (1978) 16 mm. 14½ min. / color
(Uses of new hair appliances)
Walter J. Klein Company, Ltd.
Attn: Ms. Judy Cook, Jean Preston, Betsy Klein Levy
Director of Distribution
6301 Carmel Road, P.O. Box 220766
Charlotte, N.C. 28222

VI. Medial summary

Have the students list five advantages and disadvantages of a barber/beautician.

VII. Application

Have the students pair off. One student acts as the hairdresser, the other as the customer. The student who is the customer tell the barber/beautician the style he/she would like. The student who is the hairdresser writes it down. When they are finished they compare to see if the hairdresser was actually listening.

VIII. Final summary

Review the responsibilities of a barber/beautician.

BARBER / BEAUTICIAN

Introduction

Barber/stylists are formally trained craft workers know for their beauty services, since they study about hair, skin and apply grooming aids. Styling is a science. But also, since they are creative and design hair styles, barber styling is considered an art.

Work performed

The barber/beautician's main responsibilities are:

Cut hair
Style hair
Straighten hair
Shampoo hair
Trim and shave beards and mustaches
Give facials
Scalp massages
Hair treating
Permanent waving
Hair coloring

Working conditions

Attractive clean and pleasant

Qualifications

Age: 16 years of age minimum
Sex: male or female

Must receive a license issued by the state. Must pass a health examination.

Aptitudes and interests

Must have good hearing
Good eyesight
Must have good color eyesight
Must generally like people
Must have an outgoing personality
Must have good health
Finger dexterity
Should be a good conversationalist
Must be fashionable and up to date.
Must be courteous
Should not be allergic to chemicals such as permanent-waving lotion, coloring lotion and setting lotion.

Unions

Unions available
Some unions and trade organizations include:
Journeymen Barbers
Hairdresses, cosmetologists and Proprietor's International Union of America
Associated Master Barbers and Beauticians of America

Preparation

High school diploma is recommended
Beauty school or barber styling school is a must
Courses include anatomy, sanitation, nygiene, sales techniques and general business methods
Emphasis is on barber-styling

Entry method

Most beauty schools offer a placement service for their students.

Advancement and promotion

Experienced barbers and beauticians can advance by opening their own shops. Shops that are part of chains have management opportunities.

Earnings

Salaries range from $10,000 to $21,000 a year

Advantages and disadvantages

Must stand on feet for long periods of time
Steady employment
Regular hours
Must deal with pleasant and unpleasant customers
Deal with demanding customers
Entry-level position

Outlook for employment

Excellent

Related occupations

Cosmetologist, electrologist, caterer helper, chauffeur, nursery school teacher, flight attendant and formal waiter.

Bibliography

Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118

UNIT IV-L-7: CAREER EXPLORATION
Lesson 7: Personal services - manicurist / electrologist

I. Behavioral objectives

Given a class presentation, students will list two advantages and two disadvantages of a manicurist.

II. Apperceptive base

How many of you have seen a hand-lotion or foot-lotion commercial on TV? How many of you have seen a nail-polish commercial?

III. Motivational approach

The products that are advertised promote hand and foot beauty. The next time you see the commercial, look at the fingernails of the models in the commercial. They are usually long and strong and perfectly filed. A manicurist can beautify the nails to make any hand look better.

IV. Aim

To learn the duties of a manicurist.

V. Presentation

Specific material: see supplemental sheets on manicurists (and electrologist)
Suggested way to cover material:
A. Distribute handouts
B. Have guest speaker (Capri Institute, manicurist from a local salon)

VI. Medial summary

Ask questions about the presentation.

VII. Application

Set up a "manicuring simulation."
Have students bring in nail polish (base and top coat optional), a colored and clear nail-polish remover, emery boards, small bowls for water and liquid soap, Quick Dry, buffer.
Encourange the "guys" to participate.

VIII. Final summary

List two advantages and two disadvantages of this occupation.
Discuss the importance of a manicurist's supplies to this profession.

MANICURIST

Introduction

Today more people are conscious about the way they look than ever before. A well-groomed individual makes a nice appearance, has greater chances of succeeding in his/her line of work. Men as well as women are now getting their nails manicured and shaped for a more business-like appearance.

Work performed

Responsibilities of a manicurist are:

Nail shaping
Applying artificial nais
Sculptured nails
Polishing techniques
Massaging hands and feet

Working conditions

Pleasant and clean

Qualifications

Age: must be 16 years of age
Sex: male or female

Must have a state license.

Aptitudes

Must like people
Must be creative
Must be fashionable
Must not be color blind
Good eye and hand coordination
Must have an attractive, neat appearance
Must be tactful
Must be in good health
Must be sincere and have good judgement

Unions

None

Preparation

High school diploma
Must be a graduate of a beauty school
Must pass the State Board of Examiners for a license.

Entry method

Many manicurists receive jobs from their beauty school placement office. Training programs are also offered by salons.

Advancement and promotion

Manicurists may become shop managers, hands and feet specialists, and consultants. They may also advance to more prestigious shops. Some may work with nails for magazine ads and models.

Earnings

Usually start at minimum wage plus tips. If the quality of work is satisfactory and the manicurist's speed is acceptable, a raise in pay is usually forthcoming.

Advantages and disadvantages

Good hours
Steady employment
Good salary
Must deal with demanding customers
Work gets monotonous

Outlook for employment

Good, excellent

Related occupations

Beauty consultant, cosmetologist, beautician.
Nail girl is more technical, works with the nail, how it grows, what can be done to make them strong, how to use and apply nail tips and porcelain nails.

Bibliography

Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118

ELECTROLOGIST

Introduction

Almost all of the skin surface is covered with hair. Due to hereditary or glandular problems, many women and teen-age girls suffer from unsightly moustaches, side-burns, and chin whiskers. They only way to remove this excess hair permanently is by electrolysis. Electrolysis - destroying the papillae roots (the nutritive tissue that produces the hair) by using a small needle and electric current.

Work performed

Responsibilities of an electrologist are:
Removal of hair from any part of the body, except the nose.
Remove hair from males with a doctor's consent
Thin out beards
Cleanse the skin with an antiseptic
Operate equipment

Working conditions

Clean, comfortable and pleasant.

Qualifications

Age: when qualified
Sex: male or female

Must be licensed by the state where the electrologist is practicing.

Aptitudes and interests

Must have good eyesight
Must have a steady hand
Must be patient
Must be well groomed
Must have a pleasant personality

Unions

None. However, electrologists belong to electrologists' organizations such as:
Electrologists' society of America International
American Electrolysis Association
Annual dues for these organizations are at least $50.00

Preparation

High school diploma
High school courses in psychology, chemistry, anatomy, English and speech.
Trade school with 130 hours of instruction is a must

Entry method

Most start by working for electrologists who own their own businesses. Some open their own offices without working for anyone else.

Advancement and promotion

Some electrologists open their own offices and develop a clientele of satisfied customers. Two to five years is needed to build a good clientele.

Earnings

Starting salaries are between $120 - $150 per week, sometimes with a percentage of gross sales.

Advantages and disadvantages

Steady employment
Regular hours
Deal with pleasant and unpleasant customers
Can get monotonous
Eye strain
Growing field

Outlook for employment

Excellent

Related occupations

Barbers, beauticians, make-up artists, caterers, salesperson, masseurs, airline flight attendants, children's attendants, licensed practical nurses and psychiatric aids.

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Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118

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American Home-Economics Association. *Textile Handbook*. American Home Economics Association, Washington, D.C. 1974

PERSONAL SERVICES MARKETING

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M M T L F C C U L B O X M T L O R O L I A T
T S O M Y S H O E R E P A I R U I S C N L D
J A I G A G I A N R P H C C B Y E O R K J W
L I E N O Y R I K P N O O L N N S W W S I O
M R O E H A K E A O U T T A W E O N D R E K
E I G P T N A N H E O O L O T I U A T D E S
L L A N I B S P R L S G N A O A K T T A E P
E R A R O E E L T Y D R Y C L E A N I N G M
C T E A L R T V W C O A C H E S A N H C L E
T C R K I E S U M D S P S P E C A L A E V S
R T N P E N V K D T I H O W P S H T R S O N
O I P O R T J N E P K I H O S E A S T T D K
L O P Q S A S R E I T C H I N I L J T U R A
O E S T H L N S R A S S O A R T S T U D I O
G K Q I O B T U S T E T C M A I L S I I F N
I P O O T U O N U R N U P P O R E G O O N H
S C T A R S A O A I P D L A A L T D E M A M
T B T Y S I S C L H A I G A M R M H A O C B
A R A S S N T L A T H O E T P A I S G O I M
G P S Y T E I A G M I S A E T P B P S A A K
P R H L P S P I S E D I T I O N A M Z R O I
M P E M O S S C I D D U N O R A E S D L A U
T G A U S O R K M I E B H U N T S W E R O N
P F U N E R A L D I R E C T O R M A G E L D
F R I L I O B R R T R S Z L A D O H B F D A
M O G S A E T A T G N J O T V A O M E W J E
C O N N C P R M L E N G O Z L L E G U I C I
R A E A I I E B O D Y S H O P C A R K Y T M
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OCCUPATIONS

ART STUDIO
BEAUTY SHOP
COSMETOLOGY
DANCE STUDIO
DRY CLEANING
FUNERAL DIRECTOR
PET-CARE SHOP
PHOTOGRAPHIC STUDIO
RENTAL BUSINESS
SHOE REPAIR
TAILOR
ELECTROLOGIST

PERSONAL SERVICES MARKETING

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M M T L F C C U L B O X M T L O R O L I A T
T S O M Y S H O E R E P A I R U I S C N L D
J A I G A G I A N R P H C C B Y E O R K J W
L I E N O Y R I K P N O O L N N S W W S I O
M R O E H A K E A O U T T A W E O N D R E K
E I G P T N A N H E O O L O T I U A T D E S
L L A N I B S P R L S G N A O A K T T A E P
E R A R O E E L T Y D R Y C L E A N I N G M
C T E A L R T V W C O A C H E S A N H C L E
T C R K I E S U M D S P S P E C A L A E V S
R T N P E N V K D T I H O W P S H T R S O N
O I P O R T J N E P K I H O S E A S T T D K
L O P Q S A S R E I T C H I N I L J T U R A
O E S T H L N S R A S S O A R T S T U D I O
G K Q I O B T U S T E T C M A I L S I I F N
I P O O T U O N U R N U P P O R E G O O N H
S C T A R S A O A I P D L A A L T D E M A M
T B T Y S I S C L H A I G A M R M H A O C B
A R A S S N T L A T H O E T P A I S G O I M
G P S Y T E I A G M I S A E T P B P S A A K
P R H L P S P I S E D I T I O N A M Z R O I
M P E M O S S C I D D U N O R A E S D L A U
T G A U S O R K M I E B H U N T S W E R O N
P F U N E R A L D I R E C T O R M A G E L D
F R I L I O B R R T R S Z L A D O H B F D A
M O G S A E T A T G N J O T V A O M E W J E
C O N N C P R M L E N G O Z L L E G U I C I
R A E A I I E B O D Y S H O P C A R K Y T M
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OCCUPATIONS

ART STUDIO
COSMETOLOGY
DRY CLEANING
PET-CARE SHOP
RENTAL BUSINESS
TAILOR

BEAUTY SHOP
DANCE STUDIO
FUNERAL DIRECTOR
PHOTOGRAPHIC STUDIO
SHOE REPAIR
ELECTROLOGIST

IV. CAREER EXPLORATION

M. Travel and Tourism

(1) Introduction to travel and tourism
(2) Travel agent
(3) Ticket agent
(4) Stewardess / steward

Audio-visual aids

Recreation, hospitality, Tourism. ESC -1441
5 min. $5.25
Indiana State University 1973

Hospitality and Recreation XX-256
10 min. (sale or rental)
Association Films Inc.
866 Third Ave.
New York, N.Y. 10022

Good Time People: Careers in Hospitality and Recreation
No. ESC -1502 15 min. $9.25
1974

Careers with an airline
1973 - filmstrip
Colonial Films
752 Springs St. N.W.
Atlanta, GA 30308

Careers with an airline
Guidance Assoc.
Harcourt, Brace and World
23 Washington Ave.
Pleasantville, N.Y. 10570

Careers in Marketing Filmstrip Series
Complete Series Volumes 1-4 1976
McGraw Hill Publishers
Set 2 - Petroleum, Transportation, Building and Farming

Leaflets, pamphlets, brochures

American Airlines, Inc.
Requirements for Airline Careers
(Classroom quantities available to professional staff only)
633 Third Ave.
New York, N.Y. 10017

UNIT IV-M-1: CAREER EXPLORATION
Lesson 1: Introduction to travel and tourism

I. Behavioral objective

Given a class presentation, students will list five general types of travel and tourism companies.

II. Apperceptive base

So far in this course, we have explored many job categories. I am certain that many of you will find jobs in these areas. After you have worked for a few years, you may have vacation time coming. How about a far-away trip to an "enchanted land?" A relaxing vacation will do wonders for you.

III. Motivational approach

What companies do you associate with the following:
1. Fly the friendly skies
2. The wings of man
3. Hi, I'm Mary, fly me!
4. We really move our tails for you!

All of the above are airline commercials. Airlines are one area of travel and tourism. What an exciting field to learn about!

IV. Aim

An introduction to travel and tourism.

V. Presentation

Besides moving materials, transportation, in its broader sense, also includes the movement of people. Job opportunities may be found with airlines, bus companies, trucking companies, railways, limousine and taxi services, and tourist and travel agencies.

VI. Medial summary

List four different types of companies in which a job may be found in the area of travel and tourism.

VII. Application

List each category on the board. Have students brainstorm and list as many companies under each category as possible.

VIII. Final summary

List five types of companies associated woth travel and tourism and give two examples of specific companies under each category.

UNIT IV-M-2: CAREER EXPLORATION
Lesson 2: Travel and tourism - travel agent

I. Behavioral objective

Given travel brochures, students will select vacation trips for other students based on the other students' vacation plans.

II. Apperceptive base

We have talked about various types of travel. List three of these.

III. Motivational approach

You have decided to "get away from it all" and go on a well deserved vacation to the Bahamas. Who can give you the information you need? Where will you stay? How will you get there?

A friend of yours suggests a travel agency. At the travel agency you discover that Pan Am will fly you to Paradise Island in the Bahamas and you can stay in a beautiful room overlooking the ocean. The cost seems reasonable. The travel agent has helped put together a holiday package especially for you! A good travel agent makes a dream vacation a reality!

IV. Aim

To learn the duties of a travel agent.

V. Presentation

Specific material: see supplemental sheets on travel agent.

Suggested ways to cover material:
A. Distribute handouts
B. Have a guest speaker (local travel agents may be "too busy" to visit your class - if so, invite parents to class that day and also invite other school staff. When the travel agent finishes discussing this career, (s)he can be allowed to make an actual presentation to the "adults." This might be good for business (goodwill and/or actual bookings immediately), and will give the students an idea of what the travel agent actually does.
C. Use audio-visual aids

"Getting Your Trip Together"
j - h 14 min. No. 54673 $9.50
1974 Production
University of Illinois

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

The teacher should bring in pamphlets, brochures, etc. Students will make a list of characteristics of a place they would like to visit for a vacation. (Do not name the exact place). E.g., some place far away, warm, sunny, lots of good clean beaches, reasonable priced, good food, lots of singles, saunas and no language problems. The travel agent who gets the student's request will look through brochures trying to find several places that might be agreeable to the client. The travel agent will then call in the client and try to sell a tour, package, etc.

VIII. Final summary

Have students list two advantages and two disadvantages of this occupation.

TRAVEL AGENT

Introduction

No one enjoys having the hassle of arranging a trip. Therefore, the travel agent does it for the traveler. The travel agent takes care of the details so that the travelers can enjoy their vacation.

Work performed

A. Make plane and hotel reservations for customers
B. Answer questions
C. Give advice
D. Give information folders, pamphlets and timetables to clients

Job environment

Office area.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

Must be able to analyze people and determine what they want.
Must be enthusiastic
Must have a desire to travel
Must have an interest in geography and foreign cultures
Must have patience
Must have a talent for selling

Unions

None

Preparation

High school diploma
College degree recommended
Courses to take: geography, literature, languages, history, and psychology
Office skills helpful

Entry method

Apply directly to travel agencies
Start as clerk, typist or telephone operator
Most travel agencies ask for people with experience

Advancement and promotion

Advance to larger agancy for better pay

Earnings

Usually work on some kind of commission
Salaries range from $12,000 to over $20,000 a year

Advantages and disadvantages

Non routine work
Exciting
Long hours during peak travel seasons
Meet many people
Great deal of pressure
Serving people who make lots of last-minute changes

Outlook for employment

Fair to good.

Related occupations

Traffic agents, shipping services, sales representatives.

Bibliography

Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118

UNIT IV-M-3: CAREER EXPLORATION
Lesson 3: Travel and tourism - ticket agent

I. Behavioral objective

Given a simulation, students will assume the role of a new ticket agent, and rectify various ticket availability problems.

II. Apperceptive base

A. List three duties of a travel agent
B. Why must a travel agent be familiar with many different vacation spots around the world.

III. Motivational approach

On your way to the Bahamas, you arrive at the airport in plenty of time. You go to the Pan Am section and hand the person behind the counter your ticket.

"Hello, smoking or non-smoking? - Window seat or no-window seat?" The ticket agent seems very confident and pleasing. Since you are a little uptight about flying, you welcome any expression of happiness that comes your way. After the ticket agent tears off part of your ticket, you weigh in your luggage and move to the flight departure area. The ticket agent has been very courteous and your impression of the airline is very positive. Ticket agents are usually the first person you come in contact with as you begin your vacation. A pleasant person behind the counter will start your vacation off on the right foot.

IV. Aim

To learn the duties of a ticket agent.

V. Presentation

Specific material: see supplemental sheets on ticket agent.
Suggested ways to cover material:
A. Distribute handouts
B. Use audio-visual aids.
See bibliography

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Separate students into groups. Give the groups the following case problem:

You are a ticket agent for the United Airlines and it is only your second week on the job. It is holiday season and all flights are

Application (cont.)

booked solid. You have the following people waiting for a stand-by flight from Newark to Los Angeles:

A. A woman, obviously pregnant
B. A priest
C. A business person offering you $20.00
D. A father and a two-year-old child crying child and
E. A college student who has been waiting three days for this flight.

You just had someone call in a cancellation for the Newark - Los Angeles flight. Who would you give the seat? Why?

Instruct the group to come up with:
A. A first choice
B. A second choice

List reason for your choices.

VIII. Final summary

Have students list advantages and disadvantages of the job of a ticket agent.

TICKET AGENT

Introduction

The ticket agent must make sure that each passenger's ticket is both, valid and correct.

Work performed

A. Answer questions about schedules
B. Make reservations
C. Fill out ticket forms with necessary information
D. Tag luggage.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

A. Must have a neat appearance
B. Must have good speaking voice
C. Must enjoy working with people

Unions

Available but depend on type of business

Preparation

A. High school graduate
B. College education helpful
C. Training program

Entry method

Upon completion of high school.

Advancement and promotion

Advancements are limited - possibly can be promoted to a supervisory position.

Earnings

About $350 a week

Advantages and disadvantages

A. Pressures
B. Deal with many people
C. Long hours
D. Good pay
E. Discounts on trips

Outlook for employment

Very good

Related occupations

Reservation clerk, passenger agent, usher, travel agent

Bibliography

Occupational Outlook Handbook
1978-79 edition

UNIT IV-M-4: CAREER EXPLORATION
Lesson 4: Travel and tourism - stewardess/steward

I. Behavioral objectives

A. Given a class presentation, students will list three job responsibilities of the steward(ess).
B. Given a class presentation, students will list two advantages and two disadvantages of this occupation.

II. Apperceptive base

A. List three duties of the ticket agent
B. If you were a ticket agent, in what ways could you make the traveler feel comfortable about his/her flight?

III. Motivational approach

You are in the plane ready to take off to the Bahamas. A young man and a woman dressed in colorful outfits demonstrate various life-saving devices (oxygen, emergency exits) on the plane. The whole talk of life saving devices makes you feel a bit uncomfortable. Finally the plane takes off and when we get to a flying attitude, a lady behind you gets sick and the stewardess is there to assist her. She calms the lady down in a most assured manner. After an hour up in the air, the stewardess and steward serve drinks and dinner. After dinner, you recline your seat and a steward asks if you would like a pillow for your head. You feel comfortable and assured that your vacation will be great. The stewards and stewardesses have made you feel very important. You think to yourself, maybe I'd like to be a steward(ess) and help to make people enjoy their travel, while seeing the world at the same time.

IV. Aim

To learn the duties of a steward(ess).

V. Presentation

Specific material: see supplemental sheets on stewardess/steward.

Suggested ways to cover material:
A. Distribute handouts
B. Use audio-visual aids

"Careers with an airline" - 1973 - Filmstrip
Colonial Films
752 Springs St. N.W.
Atlanta, GA 30308

"The airline Stewardess. What's a nice girl like you doing up here when the ground's way down there?"
j-h 13 min. No. 53845 $7.60
1968 - University of Illinois

VI. Medial summary

Ask questions relating to the presentation.

VII. Application

Give students the following case problem:
You are a steward(ess) for American Airlines. Your responsibility for the Newark - Miami flight is the first class cabin. You have been in the air for approximately 1½ hours and expect to remain in the air for another hour. You have served several rounds of drinks to your passengers. Not known to you, Mr. Phil A. Mignon (6 feet 3 inches tall and 250 lbs.) had a small flask of liquor in his picket and was having several "extra" drinks. He was becoming loud and argumentative and started to pick a fight with another passenger. As the steward(ess), what would you do?

VIII. Final summary

List three job responsibilities of the steward(ess). List two advantages and two disadvantages of this occupation.

STEWARDESS - STEWARD

Introduction

A stewardess/steward is the hostess/host of the airplane. They are responsible for the comfort and convenience of the passengers. They have many responsibilities to the passengers for they are there to serve each and every person.

Work performed

A. Greet and seat passengers
B. Serve meals
C. Provide passengers with reading or writing material
D. Keep the cabin tidy
E. Show passengers how to use seat belts and oxigen
F. In emergencies - keep passengers calm

Job environment

Well lighted and clean, temperature and atmospheric pressure are regulated for comfort and health conditions.

Qualifications

Age: when qualified
Sex: male or female

Aptitudes and interests

A. Must possess poise, charm, pleasant speaking voice, good health, initiative and intelligence
B. Must be able to deal with people
C. Must be unmarried when hired
D. Must meet standards of physical qualifications
E. Must have a good appearance

Unions

Unions available

Preparation

A. High school diploma
B. Suggested courses are psychology, speech, English, business, arithmetic, hygiene, and a foreign language.
C. Two years of college and work experience
D. For international flying must be able to speak English and a second language

Entry methods

Must be trained and possess the necessary physical qualifications.

Advancement and promotions

A. Instructor
B. Chief Steward(ess)

Earnings

Beginning salary $800 to $1,000 a month
Top salary $1,200 to $1,400 a month

Advantages and disadvantages

A. Opportunity to travel
B. Non-routine work
C. Deal with different kinds of people
D. Must serve people constantly
E. Standing for long hours
F. Unusual hours

Outlook for employment

Good because jets are carrying more passengers, therefore more steward(ess) are needed.

Related occupations

Host/hostess, waiter/waitress, teacher, salesperson, model

Bibliography

Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118

SUPPLEMENTARY MATERIALS

Travel and tourism

Resources

Scribner, Captain Kimball. Your Future in Aviation - On the Ground
Richards Rosen Press, Inc. New York, N.Y. 1979

Morton, Alexander. The 1979 - 1989 Airline Guide to Stewardess and Steward careers. Passenger and Inflight Service Mabazine.
Miami Springs, Florida 1979

PERSONAL INVENTORY CHART

	Outside interests	Agriculture	Arts and crafts	Creative writing	Drama	Ecology	Homemaking	Literature	Mechanics	Music	Outdoors	Science	Sports	Travel	School interests	English	Journalism	Mathematics	Science	Social science	Languages	Physical education	Business education	Industrial arts	Home economics	Fine arts	Music	Public speaking	Physical assets	Good eyesight	Good hearing	Good speech	Color perception	Manual dexterity	Agility	Stamina
Water Transportation																																				
Boatswain																																				
Chief cook																																				
Chief engineer																																				
Chief mate																																				
Chief steward																																				
Company representative																																				
Cook - baker																																				
Deck utility man																																				
Fireman / watertender																																				
Longshoreman																																				
Longshoreman dispatcher																																				
Master																																				
Merchant seaman																																				
Messman																																				
Oiler																																				
Operational supervisor																																				
Ordinary seaman																																				
Port agent																																				
Port steward																																				
Purser																																				
Radio operator																																				
Rate clerk																																				
Shipping clerk																																				
Ship's carpenter																																				
Ship's electrician																																				
Tugboat captain																																				
Wharfinger																																				
Wiper																																				

PERSONAL INVENTORY CHART

	Personal traits	Works alone	Works with others	Courtesy	Creativity	Flexibility	Good judgement	Aggressiveness	Initiative	Leadership	Liking for detail	Liking for people	Neatness	Perseverance	Reliability	Tact
Water transportation																
Boatswain																
Chief cook																
Chief engineer																
Chief mate																
Chief steward																
Company representative																
Cook-baker																
Deck utility man																
Fireman/watertender																
Longshoreman																
Longshoreman dispatcher																
Master																
Merchant seaman																
Messman																
Oiler																
Operational supervisor																
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Port agent																
Port steward																
Purser																
Radio operator																
Rate clerk																
Shipping clerk																
Ship's carpenter																
Ship's electrician																
Tugboat captain																
Wharfinger																
Wiper																

PERSONAL INVENTORY CHART

	Outside interests	Agriculture	Arts and crafts	Creative writing	Drama	Ecology	Homemaking	Literature	Mechanics	Music	Outdoors	Science	Sports	Travel	School interests	English	Journalism	Mathematics	Science	Social science	Languages	Physical education	Business education	Industrial arts	Home economics	Fine arts	Music	Public speaking	Physical assets	Good eyesight	Good hearing	Good speech	Color perception	Manual dexterity	Agility	Stamina
_Air Transportation																																				
_Airline dispatcher																																				
_Air traffic controller																																				
_Cabin attendant																																				
_Cabin service agent																																				
_Cargo agent																																				
_Cargo services manager																																				
_Copilot																																				
_Crop duster																																				
_Dispatch clerk																																				
_Flight officer																																				
_Inspector																																				
_Mechanic																																				
_Metereologist																																				
_Pilot																																				
_Purser																																				
_Radio operator																																				
_Ramp services manager																																				
_Rate analyst																																				
_Recruiting representative																																				
_Reservation control agent																																				
_Routing clerk																																				
_Sales representative																																				
_Shop foreman																																				
_Station agent																																				
_Teletypist																																				
_Ticket agent																																				

PERSONAL INVENTORY CHART

	Personal traits	Works alone	Works with others	Courtesy	Creativity	Flexibility	Good judgement	Aggressiveness	Initiative	Leadership	Liking for detail	Liking for people	Neatness	Perseverance	Reliability	Tact
_Air Transportation																
_Airline dispatcher																
_Air traffic controller																
_Cabin attendant																
_Cabin service agent																
_Cargo agent																
_Cargo service manager																
_Copilot																
_Crop duster																
_Dispatch clerk																
_Flight officer																
_Inspector																
_Mechanic																
_Metereologist																
_Pilot																
_Purser																
_Radio operator																
_Ramp services manager																
_Rate analyst																
_Recruiting representative																
_Reservation control agent																
_Routing clerk																
_Sales representative																
_Shop foreman																
_Station agent																
_Teletypist																
_Ticket agent																

ADDITIONAL CAREER MATERIAL

Following is a listing of private career schools in New Jersey.

Source: 1980 Career School Directory
A Private School Handbook
EDFAC Publishing Co. 1980
San Antonio, Texas

The curriculum team is not specifically endorsing the schools at this time. It is the responsibility of the individual to pursue an investigation concerning each school.

The schools are listed as sources for career information, guest speakers and career presentations.

Also included in this section are suggestions for Occupational Category reviews. These are all activities which can be utilized at any time, but which especially lend themselves to the instruction of careers.

"The 50 Most Lucrative Jobs of Tomorrow" is an article which cites careers in all occupational areas. It can be used to point out that many are occupations within the area of marketing and distribution.

NEW JERSEY CAREER SCHOOLS
Department of Education - Division of Vocational Ed.
224 W. State Street
Trenton, N.J. 08635

To find out about the eligibility of the program you are interested in for VA and other forms of student aid, ask the individual schools.

AICS: Association of Independent Colleges and Schools

CAC: Cosmetology Accrediting Commission

NATTS: National Association of Trade and Technical Schools

NHSC: National Home Study Council

BEAUTY

ADVANCED ACADEMY IN BEAUTY CULTURE
1210-1212 E. Grand Avenue
Elizabeth, NJ 09201 or
61-63 Sip Avenue
Jersey City, N.J. 07303

AMERICAN COLLEGE OF COSMETOLOGY
527 U.S. Highway Route 202
Raritan, N.J. 08869

BEAUTY SCHOOL OF BERGEN COUNTY
Bergen Mall
Paramus, N.J. 07652

CAPRI INSTITUTE OF HAIR DESIGN (CAC)
1595 Main Avenue
Clifton, N.J. 07015 or
475 High Mountain Road
North Haledon, N.J.

COUNTEE ACADEMY OF BEAUTY CULTURE (CAC)
450 Hamburg Turnpike
Wayne, N.J. 07470

ESSIE MAE'S BEAUTY SCHOOL
1109 East Grand Avenue
Elizabeth, N.J. 07201

FLEUR-DE-LIS BEAUTY ACADEMY (CAC)
374 Washington Avenue
Bergenfield, N.J. 07621

GARDEN STATE ACADEMY OF BEAUTY CULTURE (CAC)
28 Main Street
South Bound Brook, N.J. 08880

GARDEN STATE ACADEMY OF HAIR FASHION (CAC)
1 Main Street
Eatontown, N.J. 07724

JOSEPH PATERNO COLLEGE OF BEAUTY CULTURE (CAC)
21-23 E. Blackwell Street
Dover, N.J. 07801

MADISON COLLEGE OF BEAUTY CULTURE
91-3 Main Street
Madison, N.J. 07940

MAISON DE PARIS BEAUTY CULTURE (CAC)
115 Kings Highway
Haddonfield, N.J. 08033

MASTER BEAUTY SCHOOL (CAC)
79 Broadway
Passaic, N.J. 07055

NATURAL MOTION INSTITUTE OF HAIR DESIGN
2800 Kennedy Blvd.
Jersey City, N.J. 07306

ORANGE BEAUTY SCHOOL
300 Main Street
Orange, N.J. 07051

PARISIAN BEAUTY SCHOOL (CAC)
362 State Street
Hackensack, N.J. 07602

P.B. METHOD OF HAIR DESIGN (CAC)
2 North King Street
Gloucester, N.J. 08030

REIGNBOW BEAUTY SCHOOL (CAC)
312 State Street
Perth Amboy, N.J. 08861

ROMAN ACADEMY OF BEAUTY CULTURE (CAC)
431 Lafayette Avenue
Hawthorne, N.J. 07506

SCOTT COLLEGE OF BEAUTY CULTURE (CAC)
601 High Street
Newark, N.J. 07102

STANDARD ACADEMY OF BEAUTY CULTURE (CAC)
122 Albany Street
New Brunswick, N.J. 08901

VINELAND ACADEMY OF BEAUTY CULTURE
East and Landis Avenues
Vineland, N.J. 08360

WILFRED ACADEMY
6013 Bergenline Avenue (CAC)
W. New York, N.J. 07093
or
Dover Mall Shopping Center
Route No. 37
Toms River, N.J. 08753
or
LaGorce Square Shopping Center (CAC)
Route 130
Burlington, N.J. 08016
or
Wilfred's Red Bank
25 Broad Street
Red Bank, N.J. 07701
or
45 Sunset Strip, Route 10 (CAC)
Succasunna, N.J. 07876
or
225 Route 46 - Union Blvd. (CAC)
Totowa, N.J. 07511
or
1717 Brunswick Avenue (CAC)
Trenton, N.J. 08608

WILFRED BEAUTY ACADEMY (CAC)
Ocean Plaza Shopping Center
Route 35
Wanamassa, N.J. 07712

BUSINESS

ACADEMY OF ADVANCED COURT REPORTING
24 River Road
Bogota, N.J. 07603

AMERICAN BUSINESS ACADEMY (AICS)
66 Moore Street
Hackensack, N.J. 07601

AMERICAN TRAINING SERVICES
2114 Atlantic Ave.
Atlantic City, N.J. 08401

ARCHWAY SCHOOL
Jackson Road
Atco, N.J. 08004

ASSOCIATED BUSINESS CAREERS
106 W. Atlantic Avenue
Audobon, N.J. 08106
or
85 Raritan Avenue
Highland Park, N.J. 08904
or
2616 S. Broad Street
Trenton, N.J. 08610

BARBIZON SCHOOL
188 E. Bergen Place
Red Bank, N.J. 07701

BERKELEY SCHOOL
75 N. Maple Avenue (AICS)
Ridgewood, N.J. 07450
or
44 Rifflecamp Road
Little Falls, N.J. 07424

BERDAN INSTITUTE
265 Route 46 W.
Totowa, N.J. 07512

BI-LINGUAL INSTITUTE
259 Clifton Ave.
Newark, N.J. 07104

BRADLEY BUSINESS SCHOOL
236 Route 9
Howell, N.J. 07731

BRICK COMPUTER SCIENCE INSTITUTE
525 Highway 70
Bricktown, N.J. 08723

CENTURY INSTITUTE OF COURT REPORTING (AICS)
270 State Street
Hackensack, N.J. 07602

CHUBB INSTITUTE FOR COMPUTER TECHNOLOGY (NATTS)
51 Kenneday Parkway
Short Hills, N.J. 07079

CITTONE SCHOOL OF COUR REPORTING (AICS)
1697 Oak Tree Road
Edison, N.J. 08901

COURT REPORTING AND SECRETARIAL INSTITUTE (AICS
20 Court Street
Hackensack, N.J. 07601

DE CASTRO SCHOOL OF COURT REPORTING
3 S. Haddon Ave.
Haddonfield, N.J. 08033

DOROTHY ARISTONE'S SCHOOL OF PARAMEDIC AND BUSINESS PROFESSIONS
Rts. 73 and 38
Maple Shade, N.J. 08052

DOVER BUSINESS COLLEGE (AICS)
15 E. Blackwell Street
Dover, N.J. 07801

DRAKE COLLEGE OF BUSINESS
9 Caldwell Place
Elizabeth, N.J. 07201
or
17 Livingston Avenue
New Brunswick, N.J. 08901
or
605 Broad Street
Newark, N.J. 07102
or
46 Pearl Street
North Plainfield, N.J. 07060

DRAKE SECRETARIAL
905 Begen Avenue
Jersey City, N.J. 07306

ELECTRONIC COMPUTER PROGRAMMING INSTITUTE (NATTS)
152 Market Street
Paterson, N.J. 07505

EMPIRE TECHNICAL SCHOOLS (NATTS)
576 Central Avenue
East Orange, N.J. 07018

ESSEX COLLEGE OF BUSINESS (AICS)
790 Broad Street
Newark, N.J. 07102

FIRST SCHOOL OF SECRETARIAL AND PARALEGAL STUDIES
516 Main Street (AICS)
E. Orange, N.J. 07018
or
333 Route 46 W.
Fairfield, N.J. 07006

GARDEN STATE SCHOOL OF COURT REPORTING
210 Haddon Avenue
Westmont, N.J. 08108

HARRIS SCHOOL OF BUSINESS
1847 E. Route 70
Cherry Hill, N.J. 08033
or
216 Haddon Ave (AICS)
Westmont, N.J. 08108
or
4 S. Delsa Drive
Glassboro, N.J. 08028

HILL SCHOOL
21 Bloomfield Avenue
Denville, N.J. 07834
Court Reporting

HOBOKEN BI-LINGIAL KEYPUNCH SCHOOL
27 S. Franklin Turnpike
Ramsey, N.J. 07446

HO-HO-KUS SCHOOL (AICS)
27 S. Franklin Turnpike
Ramsey, N.J. 07446

INSCO SYSTEMS INSTITUTE
2901 State Highway No. 66
Neptune, N.J. 07753

INSTITUTE FOR LEGAL ASSISTANT AND PARALEGAL TRAINING
S. Main St.
Lodi, N.J. 07644

THE INSTITUTE OF PARALEGAL STUDIES
411 A. N. Wood Ave.
Linden, N.J. 07036

INTERNATIONAL BUSINESS SCHOOL
526 Elm Street
Kearny, N.J. 07320

KATHARINE GIBBS SCHOOL (AICS)
33 Plymouth Street
Neptune, N.J. 07753

LEGAL SECRETARIAL TRAINING CENTER
Division of Court Reporting Institute
20 Court Street
Hackensack, N.J. 07601

LINCOLN BUSINESS INSTITUTE (AICS)
6901 US 130 North
Pennsauken, N.J. 08110

MARTI LINCOLN BI-LINGUAL SCHOOL
3700 Bergenline Avenue
Union City, N.J. 07087

PAN-AMERICAN BUSINESS SCHOOL
136 42nd Street
Union City, N.J. 07087

PLAZA SCHOOL (AICS)
Route 17, Box 4
Paramus, N.J. 07652

POPKIN SCHOOL OF COURT REPORTING (AICS)
496 N. Kings Highway
Cherry Hill, N.J. 08034

ROBERTS-WALSH BUSINESS SCHOOL (AICS)
2343 Morris Avenue
Union, N.J. 07083

SAWYER SCHOOLS (AICS)
664 Newark Avenue
Elizabeth, N.J. 07201
or
346 Lesington Avenue
Clifton, N.J. 07001

SCHOOL FOR EXECUTIVE SECRETARIES
3 William St.
Newark, N.J. 07102

SCHOOL OF BUSINESS MACHINES (AICS)
880 Bergen Avenue
Jersey City, N.J. 07306

SCHOOL OF DATA PROGRAMMING
100 Parsonage Road
Menio Park, N.J. 08817
or
1018 Stuyvesant Avenue
Union, N.J. 07083

STAFFORD HALL SCHOOL OF BUSINESS (AICS)
185 Summit Avenue
Summit, N.J. 07901

STUART SCHOOL OF BUSINESS ADMINISTRATION (AICS)
501 Grand Avenue
Asbury Park, N.J. 07712

TAYLOR BUSINESS INSTITUTE
2444 Route 34 - (AICS)
Manasquan, N.J. 08736
or
1003 B. Greentree
Executive Campus - Route 73
Marlton, N.J. 08053
or
East 160 Route 4 (AICS)
Paramus, N.J. 07652
or
35 Watchung Avenue (AICS)
Plainfield, N.J. 07060

TRENTON TECHNICAL INSTITUTE
500 Cass Street
Trenton, N.J. 08609

W. RAWL-DATA PROCESSING SCHOOL
10 Belle Haven Court
Atlantic City, N.J. 08401

CORRESPONDENCE

AMERICAN SCHOOL OF INTERIOR DESIGN (NHSC)
1500 Cardinal Drive
Little Falls, N.J. 07424

AMERICAN SCHOOL OF PHOTOGRAPHY (NHSC)
1500 Cardinal Drive
Little Falls, N.J. 07424

AUTOMOTIVE CAREER INSTITUTE
120 Morris Ave.
Springfield, N.J. 07081

BECKWITH SCHOOLS, INC.
78 Bloomfield Avenue
Pine Brook, N.J. 07058

CAREER INSTITUTE (NHSC)
1500 Cardinal Drive
Little Falls, N.J. 07424

CPA EXAM COACH REVIEW
205 Nassau Street
Princeton, N.J. 08540

EDUCAN
910 Bergen Ave.
Jersey City, N.J. 07306

ELECTRONICS TECHNICAL INSTITUTE (NHSC)
1500 Cardinal Drive
Little Falls, N.J. 07424

LOCKSMITHING INSTITUTE (NHSC)
1500 Cardinal Drive
Little Falls, N.J. 07424

NATIONAL SCHOOL OF CONSERVATION (NHSC)
1500 Cardinal Drive
Little Falls, N.J. 07424

SANDERS CAREER SCHOOLS
1416 Morris Avenue
Union, N.J. 07083

SCHOOL OF MODERN PHOTOGRAPHY (NHSC)
1500 Cardinal Drive
Little Falls, N.J. 07424

SECURITY SYSTEMS MANAGEMENT SCHOOL (NHSC)
1500 Cardinal Drive
Little Falls, N.J. 07424

TECHNICAL HOME STUDY SCHOOLS (NHSC)
1500 Cardinal Drive
Little Falls, N.J. 07424

TYPEWRITER AND BUSINESS MACHINES REPAIR SCHOOL (NHSC)
1500 Cardinal Drive
Little Falls, N.J. 07424

UNIVERSAL SCHOOLS (NHSC)
1500 Cardinal Drive
Little Falls, N.J. 07424
Legal Investigation Insurance

UPHOLSTERY AND DECORATING SCHOOL (NHSC)
1500 Cardinal Drive
Little Falls, N.J. 07424

TRADE AND TECHNICAL

ALLEN/SINGER BROADCASTING SCHOO:
951 Southern St.
Trenton, N.J. 08638

AMERICAN BARTENDERS SCHOOL
70 Park Street
Montclair, N.J. 07042
or
1032 Stelton Road
Piscataway, N.J. 08854

AMERICAN SCHOOL OF DOG GROOMING
22 Jacobstown Rd.
New Egypt, N.J. 08533

AMERICAN TRAINING SERVICES
2114 Atlantic Avenue
Atlantic City, N.J. 08401
Heavy Equipment Operator, Dental Assistant

AUTOMOTIVE CAREER INSTITUTE, INC.
120 Morris Ave.
Springfield, N.J. 07081

BARBIZON SCHOOL OF MODELING
S-10 Route 17 at Route 4
Paramus, N.J. 07652
or
300 Raritan Avenue
Highland Park, N.J. 08904
or
70 Park Street
Montclair, N.J. 07042
or
188 East Bergen Place
Red Bank, N.J. 07701
or
1911 Princeton Avenue
Trenton, N.J. 08638

BARBIZON SCHOOLS OF UNION
2816 Morris Avenue
Union, N.J. 07083
Modeling, Fashion and Cosmetics Merchandising

BARTENDERS PROFESSIONAL SCHOOL
629 Amboy Avenue
Edison, N.J. 08817

BERDAN INSTITUTE
Suite 101
265 Rt. 46 W.
Totowa, N.J. 07512

BERGEN BARTENDERS' SCHOOL
649 Ridge Road
Lyndhurst, N.J. 07050

BEST SCHOOL OF SEWING
391 Lakeside Avenue
Orange, N.J. 07050

BLOOMFIELD SCHOOL OF SIGNCRAFT
172 Orange Street - Bloomfield, N.J. 07003
Sign Painting

BRICK COMPUTER SCIENCE INSTITUTE (NATTS)
525 Highway 70
Bricktown, N.J. 08723

BRYMAN SCHOOL (NATTS)
Rout 18
East Brunswick, N.J. 08816
Medical and Dental Assistants

CALIFORNIA SCHOOL OF MODELING
937 Brunswick Avenue
Tranton, N.J. 08618

CAREER INSTITUTE
39 Littleton Road
Parsippany, N.J.

CASHIER TRAINING SCHOOL
27 Academy Street
Newark, N.J. 07102

THE CLASSIC SCHOOL
83 Chestnut Street
Ridgewood, N.J. 07450

COSMETIC ACADEMY
S-10 Route 17/Route 4
Paramus, N.J. 07652

DATA PROCESSING REPAIR INST., INC.
2056 U.S. Route 22
Scotch Plains, N.J. 07076

DEVRYS TECHNICAL INSTITUTE (NATTS)
479 Green Street
Woodbridge, N.J. 07095

DIVERS ACADEMY
2500 Broadway
Camden, N.J. 08104

DON CHRIST SCHOOL OF TELEVISION PRODUCTION
167 Haddon Avenue
Collingswood, N.J. 08108

DOROTHY ARISTONE'S SCHOOL OF PARAMEDIC PROFESSIONS
Route 73 and 38
Maple Shade, N.J. 08502

DU CRET SCHOOL OF THE ARTS
599 Route 22
North Plainfield, N.J. 07060

EASTERN SCHOOL OF MUSICAL INSTRUMENT REPAIR
1565 Union Avenue
Union, N.J. 07083

EMPIRE TECHNICAL SCHOOLS (NATTS)
576 Central Avenue
East Orange, N.J. 07018

ENGINE CITY TECHNICAL INSTITUTE
Route 22, West
Union, N.J. 07083

EVERETT'S SCHOOL OF FLORISTRY
204 Clifton Avenue
Lakewood, N.J. 08701

GENERAL TECHNICAL INSTITUTE, INC. (NATTS)
1118 Baltimore Avenue
Linden, N.J. 07036
Welding

GEAORGEANN'S DELAWARE VALLEY FINISHING AND MODELING SCHOOL
902 White Horse Pike
Oaklyn, N.J. 08107

GUY FREDERICKS SCHOOL OF BARTENDING
S-10 Route 17
Paramus, N.J. 07652

HEALTH CAREERS ACADEMY (NATTS)
23 W. Park Avenue
Merchantville, N.J. 08109

HOUSE OF KAYDEN
13 West Park St.
Merchantville, N.J. 08109
Professional Modeling, TV Product Modeling

JACK ELLERY SCHOOL OF RADIO BROADCASTING
570 Georges Rd.
North Brunswick, N.J. 08903

JERSEY SHORE BARTENDERS SCHOOL
1 Main Street
Eatontown, N.J. 07724

JO ANDERSON MODELING SCHOOL
Suite 708
1 Cherry Hill Mall
Cherry Hill, N.J. 08034

KELLY SECURITY SERVICE
20 N. Michigan Avenue
Atlantic City, N.J. 08401

LA JOLLIE SCHOOL OF CHARM AND MODELING
1011 Arnold Avenue
Point Pleasant, N.J. 08742

LINCOLN TECHNICAL INSTITUTE (NATTS)
2299 Vaux Hall Road
Union, N.J. 07083
Air Conditioning and Refrigeration, Heating Technology, Automotive Technology

LINCOLN TECHNICAL INSTITUTE (NATTS)
Haddonfield Road at Route 130, N
Pennsauken, N.J. 08110

LYONS INSTITUTE (NATTS)
16 Springdale Road
Cherry Hill, N.J. 08003
or
10 Commerce Place
Clark, N.J. 07066
or
342 Main Street
Hackensack, N.J. 07601
or
900 Broad Street
Newark, N.J. 07102
Dental Lab Technician, Medical Assistant, Electrical Wiring, Mechanical and Architectural Drafting

METROPOLITAN TECHNICAL INSTITUTE
400 Lyster Avenue
Saddle Brook, N.J. 07662

MIKE HAYS SCHOOL OF TRAVEL
256 White Horse Pike
Audubon, N.J. 08106

MODEL WORKS
2 Green Village Road
Madison, N.J. 07940

NASH ACADEMY OF ANIMAL ARTS
595 Anderson Ave.
Cliffside Park, N.J. 07010

NORTH JERSEY SCHOOL OF DOG GROOMING
14 Prospect Street
Madison, N.J. 07055

PENNCO TECH
3011 Admiral Wilson Blvd.
Pennsauken, N.J. 08109

PLAZA TECHNICAL INSTITUTE (NATTS)
Garden State Plaza
Route 17, Route 4
Paramus, N.J. 07652
Drafting

PROFESSIONAL BARTENDENRS SCHOOL
2 Village Green Rd.
Madison, N.J. 07940

R.E.T.S. ELECTRONIC SCHOOLS (NATTS)
103 Park Avenue
Nutley, N.J. 07110

RIDGEWOOD SCHOOL OF ART
83 Chestnut Street
Ridgewood, N.J. 07450

SERENDIPITY SCHOOL OF MODELING
4 Second Avenue
Denville, N.J. 07834
or
756 Hamburg Turnpike
Pompton Lakes, N.J. 07442

SHORE MODELING
Box 1373
Asbury Park, N.J. 07712
or
1479 Route 3
Wayne, N.J. 07470

SOUTH JERSEY BARTENDING SCHOOL
900 Haddon Field Road
Cherry Hill, N.J. 08034
SOUTH JERSEY SCHOOL OF HORSESHOEING
R.D. Box 126
Mullican Hill, N.J. 08062

STAR DESIGN SCHOOL OF DRAFTING
1905 Roland Avenue
Cinnaminson, N.J. 08077

TECHNICAL TRAINING INSTITUTE
Building 806
Raritan Center
Edison, N.J. 08817

TETERBORO SCHOOL OF AERONAUTICS (NATTS)
80 Moonachie Avenue
Teterboro Airport
Teterboro, N.J. 07608

TRAVEL INSTITUTE, INC.
920 Bergen Ave.
Jersey City, N.J. 07306

TRENTON TECHNICAL INSTITUTE
220 Genesse Street
Trenton, N.J. 08611
Mechanical Drafting, Radio and TV repair

UNION TECHNICAL INSTITUTE
1 Main Street
Eatontown, N.J. 07724
or
1861 Hooper Ave.
Toms River, N.J. 08753

WOODRIDGE TRAVEL SCHOOL
833 Rahway Ave.
Woodridge, N.J. 07095

SUGGESTIONS FOR OCCUPATIONAL CATEGORY REVIEW

The following activities and a brief explanation are suggested as methods for review when you finish teaching each occupational category.

What's My Line

Personnel needed: host, score keeper, 4-5 panelists, several "mystery" guests (Teacher will act as judge).

A. Assign "mystery" guest an occupation. Whyle they are reviewing and studying their occupation select your first group of panelists.

B. Instruct the panelists that they may only ask yes or no questions. If the answer is yes, they may continue to ask questions. If the answer is "no" the next panelist will ask questions until they get a "no" response. A panelist may only guess the "mystery" guest's occupation when it is his/her turn. The panelist first must get a "yes response". For every "mystery"-guest-correct-guess that panelist receives 25 points. For every "no" answer, the "mystery" guess receives five points. If the "mystery" guest stumps the panelists, an additional 10 points should be awarded.

C. Once the first "mystery" guest's occupation is guessed, the panelists trade places with 4-5 new panelists from the audience. This continues until all careers are reviewed at least twoce. The person with the highest score at the end of the period (or two-day period) wins.

Hollywood squares

Personnel needed: host, score keeper, two contestants, nine panelists. (Teacher or panel of students will act as judge(s)).

A. Preparation - Have each student (or group of students) make up 10 possible questions (and answers) for a specific occupation. (Put each question on separate index cards.) Teacher should edit the questions as the students are writing. Make up nine cards with 0's and nine cards with X's.

B. Shuffle index cards and give to host.

C. Flip a coin to determine which contestant begins.

D. Have contestant select the panelist they want to answer their question. The host will then ask a question from one of the index cards. The panelist will answer. The contestant can agree or disagree. If the contestant is correct (s)he gets an X (or 0). If incorrect, the opposite letter is held up by the panelist. (The score keeper can keep a tic-tac-toe on the board). The first person to get a tic-tac-toe wins the round. You can then have two new contestants and play offs at the end, or have the winning contestant play against a new contestant from the audience. At this time you can also switch panelists with the audience.

Password

(Best for small classes because of limited participation.)
Personnel needed: host, score keeper, two contestants, two "celebrity" panelists.

A. Prepare sets of cards (3) with careers, and/or other terminology covered with the unit.

B. Instruct the students that they may give one-word clues (no proper names).

C. Have the host read the work looked for, and give a card to each panelist with this word. The first panelist gives his/her partner a clue. The contestant then guesses. If correct on the first guess that team receives 10 points. If incorrect, the word goes to the next team, for one point less. This will continue until the word is guessed, or there are not any points left on the board for this word. Whichever teams reaches 21 points first wins.

D. You can then select two new contestants and two new "celebrities" and have playoffs at the end, or having the winning team compete against a new team.

DE Football

The DE football simulation captures the interest of students, especially in the fall of the year. The simulation could be used for such units of teaching as merchandising terminology, business law, display terminology, advertising terminology, and DECA orientation. It may also be used for a review of the Introduction to Distributive Education.

The simulation is especially helpful as a review activity in preparation for an examination. Students should be encouraged to develop questions and answers of varying difficulty for use in the simulation. These questions should be reviewed by the teacher-coordinator prior to the simulation. Wherever possible, students should assume the roles of announcer, timer, scorekeeper, etc. This simulation can stimulate student interest in learning activities of marketing and DECA terminology.

The football field should be approximately four feet by eight feet in size. Insulation board purchased from a local lumber yard can be used for the field. The board could be painted green with yard markers made out of white poster board. But don't forget the football, that is also out of poster board too. With a stickpin through the football, you can easily move the football up and down the field. Preprinted numbers are necessary to record downs, yards, and scores on the board.

Instructions for DE football

A FOOTBALL FIELD IS DRAWN ON A LARGE FLANNEL BOARD.

1. Divide students into two teams and designate goal lines to be defended.

The football is placed on the 50 yard line. Designate some students or the teacher as referees. They can serve as judge of correct answers.

2. One of the questions can be used as a toss-up question to determine which team has possession of the football.

3. Each team shall select a captain to act as liaison for the team. He/she will select a cognitive level and ask for a question.

4. Level 1 scores 2 yard, level 2 scores 5 yards, level 3 scores 10 yards.

5. The team discusses the answer to the question, but the captain presents the answer to the referees.

6. If the team answers the question correctly, the ball is advanced that number of yards.

7. As long as correct answers are given, the team advances.

8. If they gain ten yards in four tries or less, they continue, if not, the ball goes to the opponent, back on the 50 yard line.

9. If a question is missed before the ball is lost, the oponent is given a try. If the oponent answers correctly, the team with the ball is penalized with that number of yards.

10. The score is determined by total yards gained plus an extra score of 6 for touchdowns.

11. An additional question is aked for the "extra point" try after a touchdown.

12. Opponents may not try for this one. This question counts one point and is, therefore, in the easiest category.

13. Included with each knowledge level is a suggeted time allowance for team discussion and answering of that question.

14. The referee will have a stop watch to give a 15 second time warning.

* Contributed by the University of North Dakota

THE 50 MOST LUCRATIVE JOBS OF TOMORROW

The world is changing fast and furiously, and some of today's jobs lack the growth potential to appeal to youngsters. Here's a job guide for parents to discuss with their kids - an excellent way to show your child an economic glimpse of the future. By JoANNE ALTER

"How much can I earn?" For youngsters looking ahead to the future and planning their careers, earning potential is a major - and certainly a most legitimate - concern.

This guide is for parents and their children looking for realistic guidance in the years to come. We deal not only with potential income, but demand as well. Our principal source: the U.S. Labor Department's Bureau of Labor Statistics. (See Occupational Outlook Handbook, 1977-78, for further information. This publication is available at your local library, or you may order it from the Superintendend of Documents, Government Printing Office, Washington, D.C. 20402; for around $8.)

What are the significant factors? Obviously, education still plays a major role in commanding good jobs. But that doesn't necessarily mean that all college graduates earn good salaries - or that a college degree is necessary to guarantee an income higher than the national average of $11,165. Naturally the skills you possess are also equally important, critical determinant. But there are other factors to consider.

Location: Believe it or not, where you work is almost as important as what you do. Case in point: Office workers in the East and West currently earn the highest salaries, while skilled and unskilled trade and craft workers do better in North Central states. (The South, unfortunately, is still a low-income area.) The place to watch is the far West, where growth is apparently the highest and where incomes rose by 8% between 1976 and 1977 (in comparison with a national increase of 7%).

It's an economic fact of life that urban workers earn more than those with jobs in the suburbs. And they, in turn, make more money than those in rural areas.

Experience: Another barometer of earning potential involves experience. For example, apprentice electricians carpenters and plumbers (who are certainly well paid) take home only between 40% and 60% of the money their experienced couterparts earn.

Sex: Sad to say, while women are making some progress toward economic equality, the Conference Board, a New York research group, reports that the average woman college graduate still earns less than the average male high-school dropout.

State of the economy: Some occupations can be radically affected by the nation's - or even by a single municipality's - fiscal health. We've seen this recently in New York City, where large numbers of civil servants, expecially normally well-paid police officers, were laid off.

Realize that these are approximations of incomes or income ranges. Many people in the occupations listed earn substantially more - or even less.

Also realize that we have chiefly concentrated on national averages. Since most income surveys are at least one to three years old, we have updated income listings according to the following figures provided by the U.S. Department of Labor: Between 1974-75, U.S. salaries rose by approximately 9%; betwen 1975-76, by 7.2%; and from 1976-77, by 7%.

So... while the sky isn't always the limit, the economy looks healthy enough, and there are enough good jobs for your youngsters to consider and make up their minds about.

JOBS REQUIRING NO FORMAL EDUCATION

Job title	Average Income or Income Range
Air-Conditioning, Heating and Refrigeration Mechanic	\$11,700 - \$25.085. Most workers learn on the job, although formal training courses are available.
Auty Body Repairer	\$20.900. As car prices spiral, more people will repair cars damaged in accidents (which, unfortunately, will continue to increase).
Auto Mechanic	\$19,500. Higher automobile prices will mean keeping existing cars in good repair, also, more equipment (such as anti-pollution devices) will need servicing by more mechanics.
Business Machine Repairer	\$10,700 - \$20,900. Best opportunities for those trained in electronics; steady rise in jobs expected.
Carpenter	\$22,300. Income figure reflects full-time employment at \$11-per-hour wate. However, those who work outdoors may often lose income during the winter or bad weather.
Dental Laboratory Technician	\$15,300 - \$19,200. High salaries for those with experience. As a rule, dental technicians earn more than those who work in medical laboratories, and more than dental hygienists.

JOBS REQUIRING NO FORMAL EDUCATION

Job Title	Average Income or Income Range
Electrician	$15,300 - $24,500. Lower figure reflects income for maintenance electricians employed full-time, at an average of $8.02 per hour; higher figure for construction electricians employed full-time at $12,00 per hour.
Plumber	$25,100. Figure based on full-time employment at an average of $12,06 per hour.
Police officer	$10,000 - $22,500. Income dependent on location and rank. Average salary for experienced officers in urban areas: $17,000.
Press Operator	$19,500. Based on full-time employment at an hourly rate of $9.35. As a rule, salaries in the printing trades are high. Top money is earned by offset press operators, who make about $10 per hour.
Sheet-metal Worker	$24,400. Based on full-time employment at an average of $12 per hour for experienced union workers.
Tool-and-die maker	$17,800. Based on full-time employment at about $9 per hour, average wage in metropolitan areas.
Travel agent	$10,000 - $21,400. Higher income earned by experienced agents who have built up a clientele, or moved into administrative jobs in large agencies. Beginners start in clerical jobs or as ticket or reservation clerks at considerable lower salaries.
Truck Driver (local)	$17,800. Based on full-time employment at $9,00 per hour. Long-distance truck drivers earn significantly more (usually over $20,000), but demand is not expected to increase by very much; competition for jobs is already very keen.
Welder	$11,700 - $26,800. Experienced welders in the construction industry are paid as much as $13 per hour or more. Demand for skilled welders particularly great in nuclear plant, pipeline and ship construction industries, according to Dept. of Labor.

JOBS REQUIRING SOME FORMAL EDUCATION AFTER HIGH SCHOOL

Job title	Average Income or Income Range
Airplane mechanic	$22,200. Salary for experienced, unionized mechanics at major airlines. For avionics technicians (aviation plus electronics), starting salaries are $15,000 and up.
Airplane pilot	$12,500 - $50,000. Best opportunities still in general aviation. Major airlines tend to hire college graduates, some of whom may earn over $70,000 a year, Pilots working for corporations earn up to $45,000 or more.
Buyer	$22,000 - $26,800. Figures reflect salaries, plus bonuses, paid in discount stores doing volume of over $50,000 million. Buyers in small stores earn less; merchandise managers may earn $35,000 or more.
Chef	$8,000 - $50,000. Enormous range of incomes, depending on location and type of establishment. As the number of the nation's restaurants and fast-food places increases, demand and salaries will climg.
Computer programmers	$16,900 - $25,100. Salaries for experienced and lead programmers. Excelent field for women in terms of pay equality.
Computer service technician	$11,700 - $22,600. Salaries for experienced technicians. Trainees with one or two years' schooling may start at as high as $13,000 a year.
Cosmetologist	$16,200 - $21,400. Wages, plus tips, for experienced cosmetologists. Huge disparity of income, however, based on location and relative affluence of community. (Some earn a lot less than average given above.)
Electronics technician	$11,300 - $21,700. Salary range for experienced technician with one or two years' training.
Engineering technician	$11,000 - $18,400. Technicians in highly responsible jobs may earn more than $22,500.
Insurance agent or broker	$10,000 - $30,000. College usually preferred but not required by many firms hiring insurance sales workers. Highest earnings for independent brokers.

JOBS REQUIRING SOME FORMAL EDUCATION AFTER HIGH SCHOOL

Job title	Average Income or Income Range
Physician's assistant	$12,000 - $20,000. Wide-open field, relatively new. Demand and salaries expected to increase dramatically.
Real estate agent or broker	$12,000 - $22,000. Beginners earn less; those with good selling ability and experience frequently make over $30,000. Brokers earn more than agents.
Respiratory Therapist	$10,000 - $18,800. Salaries for beginners less than for those with experience. Location a key factor in determining income.
Shorthand reporter	$12,000 - $16,000. Good starting salaries in major urban centers but income does not go much higher. Best opportunities for those certified by National Shorthand Reporters Association.
Systems analyst	$15,800 - $22,800. College degree becoming more important, though ability and experience still most significant. Demand rising rapidly; income also.

JOBS REQUIRING AT LEAST FOUR YEARS OF COLLEGE

Job title	Average Income or Income Range
Accountant	$12,800 - $27,000. Accountants with only two years of training usually start at lower income levels. Those with CPA certification earn high salaries, as do chief accountants in major firms, who may earn over $50,000 a year.
Actuary	$12,300 - $47,000. Great demand for actuaries should push salary range even higher within the next few years.
Advertising personnel (e.g., copywriters and account executives)	$22,500 - $33,600. Talent, rather than education, is the key to high earnings. Generally pay around lower figure. However, incomes over $50,000 are earned by experienced account executives, media directors and copywriters in large ad agencies.
Architect	$25,000 - $43,000. Demand expected to be high, particularly for those with graduate degrees. (Future, however, is tied to economy.) Average

JOBS REQUIRING AT LEAST FOUR YEARS OF COLLEGE

Job title	Average Income or Income Range
Architect (cont.)	pay around lower figure; top pay for experienced, in-demand architects.
Bank officer	$12,000 - $32,000. Possible to be promoted to officer without a college degree, but this is becoming less likely. Demand expected to soar.
Chemist	$13,300 - $46,700. With a Ph.D. degree, an experienced chemist averages $28,000 a year. Income closely linked to educational level.
Dentist	$51,000. Fewer than 2% are women. Income largely determined by location of practice.
Economist	$19,000 - $32,000. Graduate degree essential to get well-paying job. Higher income for Ph.D. holders. Best opportunities in private industry.
Engineer	$14,900 - $41,600. Lower figure indicates approximate starting salary. Top pay often requires change of jobs or going into management. Incomes tend to level off in mid-$20,000's.
Lawyer	$16,500 - $50,200. Highest starting salaries go to those at top of their law-school classes in nation's top schools. Best opportunities for high earnings in the suburbs.
Manager	$17,700. Average 1977 salaly for middle manager. Still possible for non-college graduates to become managers and to make as much, or more, but less likely now than in the past. Starting salaries for MBA's range from $16,000 to over $21,000.
Optometrist	$16,900 - $40,300. Lower figure reflects average starting salaries; higher is average of experienced optometrists.
Pharmacist	$21,300. Averate 1977 salary of pharmacists employed in chain drugstores. Salaries for top pharmacists in hospitals approach $30,000. Self-employed workers often earn more than average.

JOBS REQUIRING AT LEAST FOUR YEARS OF COLLEGE

Job title	Average Income or Income Range
Physician	$65,900. Consistently the highest-paid profession in the U.S. Income represents net, pre-tax earnings based on 6.5% annual increase since 1974.
Physicist	$14,000 - $26,800. Average starting salary dependend on degree obtained. Approximate salary paid to experienced physicists working for the Federal Government: $30,900.
Pediatrist	$25,000 - $46,800. Most self-employed. Several years experience brings them from lower to higher levels.
Psychologist	$16,300 - $40,000. Figures represent starting salaries for Ph.D.'s vs. '77 income for psychologists in private practice. Advanced degrees essential.
Securities salesworker	$28,200. Average income for experienced stock and bond salespeople. (Many earn over $35,000) Analysts average $45,000; some make $100,000. Occupational security closely tied to state of economy; so are potential earnings.
Technical writer	$21,800 - $26,800. Higher earnings for experienced technical writers. (Most start as scientists and later become technical writers.) Some training programs do exist.
Veterinarian	$18,000 - $50,000. Tremendous range of income, depending primarily on location. Average 1977 income of vets in private practice: $39,000.

CAREER EXPLORATION

Additional resources

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